DOCUMENT RESUME

ED 329 064 EC 300 058

AUTHOR	Rusch, Frank R.
TITLE	Secondary Transition Intervention Effectiveness Institute: Second Annual Report.
INSTITUTION	Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	87
CONTRACT	300-85-0160
NOTE	172p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Disabilities; Educational Policy; *Education Work Relationship; Employer Attitudes; Employment Potential; *Evaluation Methods; Government Role; Higher Education; Intervention; Meta Analysis; Parent Attitudes; Postsecondary Education; Research Methodology; Secondary Education; Student Evaluation; Teaching Methods; Technical Assistance; Transitional Programs
IDENTIFIERS	*Transition Institute IL

ABSTRACT

The annual report presents 1987 activities of the Transition Institute at the University of Illinois which was contracted to assist in evaluating and extending the federal initiative relating to educational and employment difficulties experienced by young people with disabilities. Briefly reported are activities related to the contracted tasks of conducting a literature review (Linda Leach), conducting the annual meeting (Janus Chadsey-Rusch), and communicating with model projects (Merle Levy and Cindy Dobbs). The major portion of the document is given to a status report, summary of findings, and year 3 plans of the Institute's research efforts in the following areas: social ecology of the workplace (Janus Chadsey-Rusch); coworker mediated intervention strategies (Frank R. Rusch); instructional strategies for encouraging independence (James Halle); social support of transition programs (Richard P. Schutz); assessing and facilitating employers' positive acceptance of employees with handicaps (Adelle Renzaglia); the impact of federal policy on transition (Lizanne DeStefano); and the National Parent Study (Frank R. Rusch and Jeffrey McNair). Reports on evaluation research tasks cover: the model program data base (Jane Dowling); meta-analysis of transition education (Laird W. Heal); assessment of student characteristics/competencies (Robert Linn and Lizanne DeStefano); secondary education and transitional service outcomes (Delwyn Harnisch); and research on evaluation approaches (Robert Stake). Additional Institute tasks reported on include evaluation of technical assistance (Jane Dowling), experience for graduate students (Frank R. Rusch), and the performance measurement system (Rusch). (DB)

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Annual Report 1987

Frank R. Rusch

EC 300058

TRANSITION
INSTITUTE
AT ILLINOIS

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The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

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SECOND ANNUAL REPORT

1987

Secondary Transition Intervention Effectiveness Institute

Frank R. Rusch

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PREFACE

Providing appropriate educational and employment opportunities for persons with handicaps has posed significant, long-standing problems for our nation's citizens, employers, policymakers, and educators. Over the past 15 years, federal and state legislation has begun addressing the complexities of providing appropriate secondary education and transition services to our nation's youth. In the 1983 Amendments to the Education of the Handicapped Act Amendments of 1973 (EHA P.L. 98-199), Congress sought to address directly the major educational and employment transition difficulties encountered by these youth. Section 626 of P.L. 98-199, entitled "Secondary Education and Transitional Services for Handicapped Youth," authorized the Office of Special Education and Rehabilitative Services (OSERS) to spend approximately six million dollars annually in grants and contracts intended to strengthen and coordinate education, training, and related services, thereby assisting youth in making the transition to employment.

As part of the Secondary Education and Transitional Services for Handicapped Youth initiative, the University of Illinois at Urbana-Champaign was contracted in August of 1985 to assist in evaluating and extending the impact of the federal initiative. The Secondary Transition Intervention Effectiveness Institute at the University of Illinois is studying the issues and problems related to secondary educational and transitional services through 1990. The mission of the Transition Institute at Illinois is threefold. It addresses a series of interrelated applied research, program evaluation, and evaluation technical assistance needs related to secondary special education and transitional services.

I am pleased and extremely proud to report on the work completed during the second year of the Transition Institute at Illinois and, specifically, on the progress of the various research programs.

Frank R. Rusch
Director and Professor
of Special Education

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Introduction to Tasks and Activities

TASK 1 -- Literature Review. This section includes methods related to literature reviews pertaining to the research, evaluation, and technical assistance activities of the Institute. Specifically, this section describes the procedures and literature sources that are searched to stay abreast of most recent studies and findings.

TASK 2 -- Annual Meeting. Procedures for planning and conducting the Annual Meeting for model demonstration project directors are discussed. This section describes the workscope for this task and the procedures for developing logistical plans for developing meeting agendas and for determining the extent to which the objectives of the meeting are met.

TASK 3 -- Communication. This section describes specific mechanisms that are used to foster communication among the model demonstration projects and between the projects and the Institute.

TASK 4 -- Research. The specific research studies conducted during the second year of the contract are described. In each case, a summary of Major Findings is included. The research programs include: Social Ecology of the Workplace, Coworker Mediated Intervention Strategies, Instructional Strategies for Encouraging Independence, Social Support of Transition Programs, Assessing and Facilitating Employers' Positive Acceptance of Employees with Handicaps, and Transition Policy Analysis. In addition, a National Parent Survey study is described.

TASK 5 -- Evaluation Technical Assistance. This section describes specific procedures that were used to provide evaluation technical assistance to the model demonstration projects. Also, detail is provided regarding the Institute's intentions during Year 3.

TASK 6 -- Evaluation Research. The procedures, major findings and future activities associated with each of the five evaluation research programs are reported. The five programs are: Model Program Evaluation Data Base, Meta-Analysis of Transition Education, Assessment of Student Characteristics/Competencies, Secondary Education and Transitional Service Outcomes, and Research on Evaluation Approaches.

TASK 7 -- Experience for Graduate Students. This section describes specific experiences that were provided to students.

TASK 8 -- Performance Measurement System. This section presents the performance measurement system that is used to monitor all activities of the Institute.

TASK 1: Literature Review

(Lynda Leach)

Summary of Year 2 Activities

In Year 1 the Transition Institute Library was established and organized. Activities included developing policies and procedures for maintaining bibliographic access and controlling Institute holdings, and organizing and implementing procedures for the input of information and material for publication of the first annual Annotated Bibliography of literature pertaining to transition. The organization and development of the Transition Institute Library were enhanced in the fall of 1986 with the acquisition of the library holdings of the Department of Special Education. Books, monographs, and journals were integrated into the Transition Library collection. Circulation of the library's holdings by the graduate students and Institute staff increased as a result of reorganization, new acquisitions, and promotion of holdings through distribution of periodic updates.

The bibliographic procedure established in the first year continues to provide control over the incoming products and materials received from the OSERS projects. A complete listing of all the material received during Year 2 appears in Volume 2 of the Annotated Bibliography (see Attachment 1.1). As project material is received, the Institute staff is notified of the availability of this material for their immediate perusal. The timeliness of this communication is important, because it keeps the staff informed about what projects are producing and facilitates information sharing.

At the beginning of Year 2 a project status listing was developed and automated (see Attachment 1.2), which included all the OSERS projects sorted by file number, competition, project director, length of project, and receipt of continuation and final reports, depending upon the status of the project (inactive or active). This information is reported quarterly to all Transition Institute principal investigators.

The order files for books and journals have also been automated, using Notebook II, to provide the current status of requested items. These files also can be easily accessed and updated.

Review and abstracting of transition literature for inclusion in the Annotated Bibliography continues to be handled in the same organized fashion as in Year 1. Files are set up, numbers assigned, abstracts are written when appropriate, and catalog cards are generated. Ongoing descriptor and author indexes are maintained for easy access to holdings.

Online database searching has become an in-house reality using DIALOG Services, a vendor that sells access to more than 200 databases. With our existing hardware and software in the Library, services are obtained with no subscription charges on a pay-as-you-use basis. Databases such as ERIC, ECER (Exceptional Child Education Resources), and PsycALERT have been searched for Institute research purposes. Records are maintained for billing purposes. Information requests are formulated on a standardized search form by the requestor, a search strategy is formulated by the librarian, and subsequently the appropriate databases are searched. Search results are sent to our library from DIALOG (Palo Alto, CA) and are then forwarded to the requestor. No additional expense is incurred with this service, and customized delivery of information has become more personalized for the Institute staff.

Graduate Student Involvement

Adrienne Harmon (.5 FTE) has been involved in almost all of the activities associated with Task 1. She continues to provide conscientious and quality work, and her creative and energetic technical assistance with computer software and hardware has been invaluable. She will continue with Task 1 through Year 3.

Overview of Year 3 Activities

Future plans are to remain responsive to the information needs of the Institute research group as they pursue their research, evaluation, and evaluation technical assistance activities. The Management Plan for Year 3 reflects activities that are continuing.

Management Plan for Year 3

See following page.

Management Plan For Year 3

TASK 1: Literature Review

Task Manager: Lynda Leach

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
1.1	**Systematically review literatures on evaluation methodology, efficacy of secondary and transitional services, and relevant research pertaining to transition**	Written abstracts and annotations	8-21-87	ongoing	LL, AH
1.2	Online database searching (DIALOG)	Computer bibliographies	8-21-87	on demand	LL
1.3	Systematically review and input information/material received from all OSERS projects to OSERS Product Listing and bibliography file	OSERS Product Listing/ Transition file	8-21-87	ongoing	LL, AH
1.4	Quarterly reporting of project status re: final reports and continuations	Quarterly report	4-87	ongoing	LL
1.5	Print out and distribute acquisitions listings from searches and projects to all Institute faculty	Acquisitions List	8-21-87	ongoing	LL, AH
1.6	Complete initial draft of annotated bibliography series (Vol. 3)	Draft	8-21-88	4-15-88	LL, AH
1.7	Circulate initial draft form of annotated bibliography (Vol. 3) to Institute Advisory Committee for review, critique, and evaluation	Evaluative reviews	4-25-88	5-16-88	LL, IAC
1.8	Revise, print, and disseminate the annotated series to professionals in the field, professional organizations, ERIC Clearinghouse	Complete Vol. 3 Annotated Bibliography	6-1-88	7-30-88	LL, CD
1.9	Review OSERS project material/ information received for inclusion in Interchange	Interchange article	8-21-87	quarterly	LL, AH, ML

LL - Lynda Leach
AH - Adrienne Harmon
IAC - Institute Advisory Committee
CD - Cindy Dobbs
ML - Merle Levy

TASK 2: Annual Meeting

(Dr. Janis Chadsey-Rusch)

Summary of Year 2 Activities

The Project Directors' Second Annual Meeting was held October 9-10, 1986 at the Loews L'Enfant Plaza Hotel, Washington, D.C. The purpose of the meeting was: (a) to provide an update of the activities of Transition Institute and (b) to provide an opportunity for project directors to disseminate information to one another.

The meeting was designed on the basis of input from the project directors who had attended the First Annual Meeting. The Second Annual Meeting was shortened to one and one-half days, and a variety of sessions were scheduled so that participants could choose those sessions reflecting individual interests. In addition, 10 projects were selected as "featured projects" and more than 20 project directors participated in an exchange/dissemination poster session. Attachment 2.1 is a copy of the program booklet distributed to all meeting participants.

After the meeting, two additional activities took place: an evaluation report was written about the meeting (see Attachment 2.2), and a meeting proceedings document was compiled (see Attachment 2.3).

The Institute continued to subcontract with the Office of Conferences and Institutes (OCI) on the University of Illinois campus to assist with coordinating the meeting. OCI was responsible for making all of the hotel, conference room, food, and audiovisual arrangements. In addition, OCI staff conducted advance registration of the meeting; answered pre-meeting requests and inquiries; provided name badges, ribbons, pens, and rosters; conducted on-site registration; and remained on-site for the duration of the meeting.

After the meeting, OCI handled all the financial matters with the hotel and provided us with a roster of all meeting participants.

The Project Directors' Third Annual Meeting will again be held in Washington D.C. at Loews L'Enfant Plaza Hotel. However, the date for the meeting has been changed from October to December 9-10 to avoid conflicts with other professional meetings with which project directors are likely to be involved. The format for the Third Annual Meeting will be similar to that of the Second Annual Meeting; however, at the request of project directors the meeting will again be two full days rather than one and one-half days. Attachment 2.4 contains the information about the meeting that has been sent to all of the project directors.

Graduate Student Involvement

No student was involved with this task.

Overview of Year 3 Activities

The format for Year 3 activities will be similar to the format for Year 2 activities (see management plan). Beginning in August and continuing until the Project Directors' Third Annual Meeting in December, we will work closely with OCI to make certain that all plans are finalized and that all pre-meeting requests are handled in an appropriate manner. An evaluation form will be designed for the meeting. In addition, a program booklet and packet of materials will be developed, printed, and packaged.

During December 9-10, the Institute faculty will conduct the meeting. After the meeting, the evaluation responses will be analyzed and a report prepared. Based on the evaluative feedback from the project directors, the format and content for the Fourth Annual Meeting will be planned, beginning in April 1988.

The primary product for the Annual Meeting will continue to be the proceedings document, which will be disseminated to all project directors in April 1988.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 2: Annual Meeting

Task Manager: To be named (see Task 8)

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
2.1	Initiate weekly contacts with the Office of Conferences and Institutes (OCI) regarding conference planning, arrangements, and management	Written notes	8-21-87	12-9-87	OCI, TBN
2.2	Finalize food and audiovisual arrangements	Food and audiovisual equipment arranged at meeting	8-21-87	11-17-87	OCI
2.3	Follow-up pre-meeting requests	Requests fulfilled	8-21-87	12-9-87	OCI, TBN
2.4	Finalize agenda	Agenda	8-21-87	10-1-87	TBN
2.5	Conduct meeting registration	Registration form	8-21-97	12-9-87	OCI
2.6	Design evaluation form	Evaluation form	8-22-87	11-1-87	TBN
2.7	Develop materials for meeting packets	Packet materials	8-21-87	12-9-87	TBN, CD
2.8	Print materials for packets	Printed materials	9-8-87	11-15-87	CD, OCI
2.9	Assemble packets	Assembled packets	11-25-87	12-1-87	CD
2.10	Pack for meeting	Packed boxes	12-3-87	12-5-87	CD
2.11	Conduct meeting	Meeting	12-9-87	12-10-87	OCI, IPI
2.12	Compile and write up evaluation results	Evaluation report	12-30-87	1-15-88	TBN
2.13	Prepare and disseminate meeting proceedings document	Proceedings document	1-15-88	4-15-88	TBN
2.14	Plan for Fourth Annual Meeting - schedule dates - draw up tentative agenda - select hotel - send information to project directors	Written plan in monthly report	4-15-88	8-20-88	TBN, OCI

TBN - To be named
CD - Cindy Dobbs
IPI - Institute Principal Investigators
OCI - Office of Conferences and Institutes

TASK 3: Communication

(Merle Levy and Cindy Dobbs)

Summary of Year 2 Activities

The activities of the communication task have continued to be focused upon providing information to model projects about the activities of other model projects and about current research activities of the Institute. In December 1986 a Publications Office was established and a Publications Editor was appointed (.5 FTE). The purpose of this Office is to coordinate acquisition, editing, scheduling, production, and distribution of the numerous articles, reports, conference proceedings, and other documents that emanate from the Transition Institute.

The Institute maintains a monthly summary of all contacts, including both telephone and written requests. The 24-hour telephone response service continues to be offered, as is the SpecialNet Bulletin Board established at the inception of the Institute.

Finally, drafts of the special-interest monographs published by the Institute during 1986-1987 appear as attachments to the reports of Tasks 1, 2, 4, 5, and 6.

Year 2 Products

The Institute publishes Interchange, an eight-page quarterly newsletter that provides information about project and research activities, current legislative developments, and other items of interest. Interchange is mailed to approximately 2,500 transition professionals (Attachment 3.1).

The PUBLICATIONS LIST (Attachment 3.2) describes all current publications of the Institute and its faculty. The list is revised semi-annually. Each edition is distributed to projects and is available to others upon request.

Graduate Student Involvement

No student was involved with this task.

Overview of Year 3 Activities

Each of the activities described in the Summary of Year 2 Activities will be continued in Year 3. In addition, the communication task will provide publication assistance to facilitate the dissemination of information related to all aspects of the ongoing activities of the Institute.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 3: Communication

Task Managers: Merle Levy and Cindy Dobbs

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
3.1	Communicate model project activities and research findings through Interchange	Interchange	8-21-87	quarterly	FR, ML
3.2	Disseminate manuscripts based upon research conducted by Institute	Manuscripts	8-21-87	ongoing	FR, ML
3.3	Maintain the Institute contact record	Monthly summary of contacts	8-21-87	monthly	CD, IPI
3.4	Maintain 24-hour telephone response service		8-21-87	ongoing	CD, CS
3.5	Maintain SpecialNet Bulletin Board for interproject communication		8-21-87	ongoing	CD, CS

ML - Merle Levy
CD - Cindy Dobbs
FR - Dr. Frank Rusch
CS - Clerical staff
IPI - Institute Principal Investigators

TASK 4: Research

(Dr. Frank R. Rusch)

This section of the Annual Report overviews activities completed during Year 2 of the contract (see Summary of Year 2 Activities), Major Findings related to Year 2 Activities, Products available as a result of the planned activities, and Graduate students who were involved. Each of the six research programs will continue through Year 3. Consequently, an Overview of Year 3 Activities and a Management Plan for Year 3 are included for each of the programs. The following research programs are described:

- Social Ecology of the Workplace - Dr. Janis Chadsey-Rusch
- Coworker Mediated Intervention Strategies - Dr. Frank R. Rusch
- Instructional Strategies for Encouraging Independence - Dr. James Halle
- Social Support of Transition Programs - Dr. Richard P. Schutz
- Assessing and Facilitating Employers' Positive Acceptance of Employees with Handicaps - Dr. Adelle Renzaglia
- Transition Policy Analysis - Dr. Lizanne DeStefano

In addition, a National Parent Survey study is described.

TASK 4.1: Social Ecology of the Workplace

(Dr. Janis Chadsey-Rusch)

Summary of Year 2 Activities

At the beginning of Year 2, personnel in the Social Ecology project spent time summarizing and analyzing the data collected at the end of Year 1. During Year 1, the social interaction patterns of employees with and without handicaps were observed. Narrative recording procedures were used to collect data on 16 subjects across 7 different competitive employment sites. Once the narratives were coded, the data were transferred to large data sheets for entry into the computer (see Attachment 4.1.1). The data were analyzed descriptively and inferentially. A descriptive analysis of the social interactions of the nonhandicapped workers has been written as a research report and has been accepted for publication in Research in Developmental Disabilities (see Attachment 4.1.2). A research report comparing the social interactions of handicapped and nonhandicapped workers will be completed in July 1987 and submitted for publication.

The other major activity during Year 2 was to collect data on the social interactions of youth with handicaps in secondary school settings. The purpose of this data collection was to compare the types of social interactions displayed by youth in high school with the types of social interactions used by workers in jobs. The plan was to collect data on samples of students with mild, moderate, and severe handicaps. However, the school system serving the sample with moderate handicaps turned down the research proposal because of other ongoing activities in their site. The data for this sample will be collected at the end of October 1987.

By June 4, data will have been collected on nine mildly handicapped students and ten severely handicapped students. Narrative recordings were used to collect data during four item periods: (a) when the students arrived at school, (b) during a teacher interaction period, (c) during a vocational class or while training in a work setting, and (d) during lunch, or a context that provided opportunities for interactions with nonhandicapped peers.

Major Findings/From Data Collected in Competitive Employment Sites

1. The purposes of the majority of social interactions used by nonhandicapped workers were: to share information (22%), to tease and joke with others (22%), to ask questions (18%), to direct (12%), to greet (7%), and to offer assistance (4%).

2. A similar pattern of social interactions was also found for workers with mental retardation: questions (26%), directions (20%), information sharing (20%), greetings (8%), teasing and joking (8%), and offering assistance (5%).

3. For both workers, interactions used to criticize, praise, request assistance, be polite, and get another's attention constituted less than 9% of the total number of interactions.

4. Interactions varied by condition; information sharing, directions, and question asking were used primarily during arrival and the work periods; teasing and joking occurred throughout all conditions, but primarily during break, and greetings occurred during arrival, breaks, and work II.

5. Slightly more social/task-related interactions (51%) than social/nontask-related interactions (47%) were used by the nonhandicapped workers across all conditions. Workers with handicaps were also involved in more social/task-related interactions (69%) than social/nontask related interactions (31%).

6. Most interactions during work were social/task related; most interactions during arrival and break were social/nontask related.

7. Only 25% of all interactions involved the supervisor. The majority of interactions were between coworkers.

8. A repeated measures manova indicated that there were no significant differences in the frequencies of social interactions engaged in by workers with and without handicaps. In fact, the correlation between the patterns of the two groups was quite high ($r = 0.96$).

9. Analysis of qualitative information involving the purpose of the interactions did reveal differences. First, workers with handicaps were involved in more social/task-related interactions than social/nontask-related interactions ($t = -2.2$, $p < 0.04$), but there was no difference between these types of interactions for nonhandicapped workers ($t = -0.337$, $p < 0.74$). Workers with handicaps were involved in less social/nontask-related interactions than nonhandicapped workers ($t = -2.84$, $p < 0.02$).

10. Workers with handicaps direct less teasing and joking interactions to their coworkers (16% vs. 35%), but direct more social/nontask questions to their coworkers (32% vs. 12%).

11. Coworkers direct more teasing and joking interactions to nonhandicapped workers (45%) than to workers with handicaps (23%), but they direct more social/nontask-related information interactions to workers with handicaps (30%) than nonhandicapped workers (19%).

12. There were no significant differences in the types of interactions that supervisors direct to either workers. In addition, there were no differences found between supervisor ratings for both groups on the Work Performance Evaluation Form.

13. The data suggest that there are potential setting differences. For example, when workers were in close proximity to one another they were more likely to interact in the two physically smaller employment sites than in the university kitchens. In addition, the two supervisors in these sites were very interactive and accounted for 67% of all supervisor interactions across all sites.

14. Thus, the data suggest that although the quantity of interactions may not be different between the two groups, the quality of the interactions do vary.

Year 2 Products

During Year 2 the following products were developed: (a) descriptive analysis of social interactions (see Attachment 4.1.2) (b) observation coding manual (see Attachment 4.1.3), (c) observer training manual (see Attachment 4.1.4), (d) Social Network Questionnaire and Teacher Rating Scale, (e) a chapter written on adulthood, which will be included in a book by Matson and Marchetti entitled Developmental Disabilities: A Life-Span Approach (see Attachment 4.1.5), (f) a paper on reliability procedures for qualitative methods, and (g) a paper submitted for publication entitled "Social Ecology of the Workplace: Employers' Perceptions versus Direct Observation" (see Attachment 4.1.2).

Graduate Student Involvement

Patricia Gonzalez, a second-year doctoral candidate in vocational education, participated in this research for the second consecutive year on a contributed basis (.25 FTE, contributed). She was involved in a variety of activities including: (a) coding the data collected from Year 1, (b) contributing toward the development of the observer training manual and teacher rating scale, (c) collecting data on subjects during Year 2, (d) writing the paper on reliability issues in qualitative research, and (e) coauthoring the chapter on adulthood and the article submitted for publication, "Social Ecology of the Workplace: Employers' Perceptions versus Direct Observation."

Warren Ellis, a doctoral candidate in special education, has participated in the project since January 1987 and has been actively involved in collecting data on subjects (.50 FTE).

Overview of Year 3 Activities

There will be two primary data activities during Year 3. First, narrative recordings of social interactions will be obtained on a sample of moderately handicapped students. Again, data will be collected during four time periods: (a) upon arrival at school, (b) during a vocational class or community employment setting, (c) during lunch, and (d) during a teacher interaction period. New observers will need to be hired and trained to collect these data.

After this phase, all of the data collected from Year 2 and Year 3 (i.e., social interactions of mild, moderate, and severely handicapped secondary-aged youth) will be analyzed and written into a research report suitable for journal submission.

At the same time that data are being collected in the field, another study will be conducted that addresses reliability procedures for use with narrative records. During Year 1, subjects had been asked to rate narrative records on a variety of dimensions related to inter-rater reliability. Concordance between raters was very poor, and a study will be designed to see if concordance changes as a function of directions given to subjects. These data will be analyzed and written up into a research report suitable for journal publication.

During the final years the project will focus upon the identification of effective intervention techniques that can be used to change social skills. The first step in this process will be to conduct a literature review and to write a research report suitable for journal publication.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 4.1: Social Ecology of the Workplace

Task Manager: Dr. Janis Chadsey-Rusch

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.1.1	Hire Observers	Observers	8-21-87	9-15-87	JCR
4.1.2	Train Observers	Observers	9-15-87	10-30-87	JCR
4.1.3	Obtain permission from subjects to be in study	Signed permission slips	9-1-87	10-1-87	JCR
4.1.4	Collect data	Raw data	10-30-87	2-1-88	JCR, GRA Observers
4.1.5	Analyze data	Tables, graphs, printouts	2-1-88	4-1-88	JCR, GRA
4.1.6	Write research paper for journal submission	Paper	4-1-88	6-1-88	JCR, GRA
4.1.7	Review literature on social skills training	Articles	2-21-87	6-1-88	JCR, GRA
4.1.8	Write review paper on social skills training for journal submission	Paper	6-1-88	7-1-88	JCR
4.1.9	Develop data collection device for normative recording reliability study	Data	8-21-87	9-15-87	JCR, GRA
4.1.10	Conduct narrative recording reliability study	Data	9-15-87	10-15-87	JCR, GRA
4.1.11	Write up narrative recording reliability study	Report	10-15-87	1-15-87	JCR

JCR - Dr. Janis Chadsey-Rusch
GRA - Graduate Research Assistant
Observers

TASK 4.2: Coworker Mediated Intervention Strategies (Coworker Involvement)

(Dr. Frank R. Rusch)

Summary of Year 1 Activities

The past few years have witnessed a tremendous growth in our interest in supporting the employment of persons with handicaps. This growth may be attributed in part to recent legislation (e.g., P.L. 99-506); additionally, a body of research literature has emerged that suggests overwhelmingly that supported employment results in benefits that may be attributed to the individual and to society (e.g., Hill, Banks, Handrich, Wehman, Hill, & Shafer, 1987). Although the concept of supported employment appears to be well rooted ideologically, the characteristics that define supported employment are just now emerging. Existing research has only begun to evaluate the relationship between supported employment and selected outcome measures (e.g., wages earned, IQ, job tenure). Trach and Rusch (1987) identified five program components that appear to define supported employment. These components include: (a) Job Survey and Analysis, (b) Job Matching, (c) Job Acquisition and Maintenance, (d) Job Fit, and (e) Interagency Coordination. In an effort to measure the degree to which programs implement these components, Trach and Rusch (1987) designed a degree-of-implementation instrument and evaluated 30 model programs in the State of Illinois. Data collected during 1986-87 on the 30 model programs revealed that 13% of the programs implement 75% of the model components, 13% of the programs implement less than 25% of the model components, and 74% of the programs implement between 26% and 74% of the components.

Recent correlational figures suggest that there is a direct relationship between Job Acquisition and Maintenance, which includes coworker involvement, IQ, wages, and job tenure (Trach & Rusch, 1987). It appears that programs serving higher functioning clients implement fewer Job Acquisition and Maintenance elements. Although tentative, these results begin to recommend that a model for supported employment is emerging. Furthermore, this model contains some components that relate to coworker involvement.

The purpose of the Coworker Mediated Research Program is to investigate coworker roles with respect to enhancing long-term employment of persons with handicaps. The first year of activities of this research program concentrated upon identifying follow-up practices related to the supported employment model based upon existing literature. This research program contends that a positive correlation exists between coworker involvement and continued employment. Specifically, this research program assumes that emerging supported employment programs involve coworkers in the process of training target employees to remain employed. The first year of this long-term research program sought to identify post-placement follow-up practices, based upon existing supported employment literature. Additionally, consideration was given to the role of coworkers in the provision of these practices (see Attachment 4.2.1).

Activities related to developing and delivering post-placement follow-up services were identified through the literature review (see Attachment 4.2.2). These activities were then reviewed by a local rehabilitation facility and revised according to feedback. This local rehabilitation facility has operated a supported employment program for 10 years (Lagomarcino, 1986). Following the feedback of these job coaches, a manual was drafted which listed (a) the 10 activities, (b) the procedures that would need to be followed to complete each designated activity, (c) the products that could be reviewed by a job coach to ascertain whether the activity was implemented, (d) the delivery schedule, and (e) any personnel involvement (see Attachment 4.2.3).

The second major activity of this research program was field testing. However, the field testing process was revised to include 10 employees from different business sectors rather than the original projected sample of 4 to 6 employees.

Major Findings

Table 4.2.1 lists eight studies that reported involving coworkers in one of five different ways. Specifically, this involvement included: (a) validating instructional strategies, (b) collecting subjective evaluation data, (c) implementing training procedures, (d) collecting social comparison data, and (e) withdrawing training procedures in an effort to maintain target employment behavior(s).

Validating instructional strategies. When potential instructional strategies were used to change target behavior, coworkers typically were consulted to determine if these strategies were acceptable. Schutz, Rusch, and Lamson (1979) used an employer-validated procedure to reduce aggressive behavior of three food service employees with moderate mental retardation. Employers suggested that if similar aggression was displayed by coworkers who were not handicapped, the consequence of such aggression would be a warning and a one-day suspension. Consequently, when Schutz et al. (1979) applied warnings and suspensions, all three employees discontinued their aggression. In this study, using employer-validated techniques such as those found in the natural work setting not only met with employer approval but also were highly effective.

Table 4.2.1. Studies Reporting Coworker Involvement after Competitive Employment

	Validating Instructional Strategies	Collecting Subjective Evaluation	Implementing Training Procedures	Collecting Social Comparison	Maintaining Behavior
Schutz, Rusch, & Lamson (1979)	X				
Schutz, Joste, Rusch, & Lamson, (1979)		X			
Crouch, Rusch, & Karlan (1984)		X	X	X	
Rusch & Menchetti (1981)	X	X	X		
Rusch, Weithers, Menchetti, & Schutz (1980)		X	X	X	X
White & Rusch (1983)		X			
Rusch, Morgan, Martin, Riva, & Agran (1985)				X	X
Kochany, Simpson, Hill, & Wehman (1981)			X		X
Stanford & Wehman (1982)		X	X	X	X

Collecting subjective evaluation. Subjective evaluation is a method used to evaluate social-interpersonal and work-performance skills through judgements made by significant others (e.g., coworkers) in order to determine if the changes resulting from training are perceived as important (Rusch, 1986). Often, subjective evaluation is accomplished by asking how well the target employee is performing, teaching the target employee to perform, and then asking again whether the target employee is performing as expected.

Schutz, Joste, Rusch, and Lamson (1979) utilized subjective evaluation to judge the quality of the sweeping and mopping performances of two food service employees with moderate mental retardation. Coworkers and supervisors were asked whether they would "accept this as a swept (mopped) floor" (p. 308) after completion of the task by the employee. Results indicated that when the job coach accepted the floor as clean, so did the coworkers and supervisors.

Crouch, Rusch, and Karlan (1984) used supervisor judgements to evaluate the effects of verbal-nonverbal correspondence training on task duration of three employees with moderate mental retardation. The correspondence training procedure suggests that employees be reinforced for saying what they are going to do and then doing what it is they said they were going to do (cf. Karlan & Rusch, 1982). Ten days after the initiation of correspondence training and once at the end of the study, supervisors were asked if the target employees' duration of task performance was a problem. On both occasions, all three supervisors stated that task duration and starting times were no longer a problem. Interestingly, although the target employees' supervisor stated that speed was not a problem, one employee failed to perform at the same or equivalent criterion set by his coworkers on all but one occasion preceding the first evaluation.

White and Rusch (1983) reported a study whereby employers, supervisors, and coworkers rated 22 behaviors of employees with mental retardation. The target employees also self-rated their work performance. White and Rusch sought to determine if these four groups rated work performance differentially. Interestingly, all four groups appeared to use different criteria, with employers rating overall performance the lowest, followed by supervisors. The target employees rated their own performance the highest. This study is important because it suggests that job coaches should expect different ratings from coworkers.

Implementing training procedures. Training has been reported often as a critical element in the retention of individuals with handicaps (cf. Wehman, Renzaglia, & Bates, 1985). When providing on-the-job instruction, Shafer (1986) suggested that job coaches involve coworkers in one of several roles, including training and observing roles. Rusch and Menchetti (1981) increased the compliant work behavior of a food service employee with moderate mental retardation using a coworker-delivered consequence. While the job coach provided preinstruction about the expected behavior and consequences in a practice plus warnings phase, the coworkers actually sent the employee home when he did not comply to their requests. A multiple baseline across supervisors, cooks, and kitchen laborers was used to demonstrate that after being sent home once during a practice plus warning condition, the employee complied on all subsequent occasions with supervisors, kitchen laborers, and cooks, even though the intervention was never applied by cooks.

Collecting social comparison information. Rusch, Chadsey-Rusch, White, and Gifford (1985) define social comparison as the examination of a target individual's behavior before and after instruction with similar behavior of nonhandicapped peers. They posit that the range of acceptable behavior demonstrated by valued peers provides a standard against which the behavior of the target individuals may be judged. Rusch, Weithers, Menchetti, and Schutz (1980) compared the topics repeated by an employee with moderate mental retardation with topics repeated by his coworkers performing similar responsibilities. During baseline, the target employee repeated topics about five times as often as his coworkers. After implementation of a job coach plus coworker feedback intervention directed toward topics repeated, the employee reduced his repetitions to levels approximating his coworkers.

In a similar study, Rusch, Morgan, Martin, Riva, and Agran (1985) utilized social comparison to evaluate the effects of a self-instructional package on the time two employees with mild and moderate mental retardation spent working. In this study, the two target employees' performance was compared to two coworkers performing the same tasks. The job coach taught the target employees to use a self-instructional sequence in which each employee asked a self-directed question, answered the question, verbally guided her performance of the task, and self-reinforced. During baseline, the percentage of time spent working was below the standards set by the coworker comparisons on almost all occasions for both employees. After self-instructional training, both employees increased their time spent working to levels equal to or above their coworkers' range of performance.

Maintaining behavior. Kochany, Simpson, Hill, and Wehman (1981) trained coworkers to maintain the acceptable behavior of a food service employee with moderate mental retardation. Acceptable behavior was defined as complying with requests made by the supervisor, refraining from physically violent behavior, and paying attention to coworkers. A changingcriterion design in which the employee was praised by the job coach for maintaining longer periods of acceptable behavior was implemented along with efforts to systematically withdraw the job coach from the employment site. When the job coach was present for 90 minutes per day at the work site, the supervisor assumed responsibility for verbally reinforcing the employee. Results revealed that even after the job coach's time on site was reduced to 20 min. periods every other day, the target employee continued to maintain high levels of acceptable behavior under the supervisor reinforcement.

Stanford and Wehman (1982) taught coworkers to respond to social interactions initiated by two employees with severe mental retardation. The employees worked in a nursing home as dishwashers. Initially a job coach prompted target employees to interact with coworkers. This was followed by the job coaches prompting the coworkers to respond to target employees' interactions. Following intervention, both target employees and coworkers interacted as rates that were higher than before intervention was introduced.

In summary, this research program identified the roles coworkers have assumed when employees with handicaps were provided support. These roles were identified by reviewing applied research literature, which specifically reported research conducted in integrated employment settings. Based upon available literature, coworkers appear to be involved in one or more of five different activities. These activities included validating instructional strategies, collecting subjective evaluation or social comparison information, implementing training procedures, and/or maintaining behavior.

Year 1 Products

The major product of this research program is a paper entitled, "Identification of Coworker Involvement in Supported Employment: A Review and Analysis" (refer to Attachment 4.2.1). This manuscript has been accepted for publication in Research in Development Disabilities. The "Coworker Involvement" Manual was also developed and revised based upon feedback from a local rehabilitation agency and 10 employers (see Attachment 4.2.3).

Graduate Student Involvement

Kathleen Minch, a graduate student in special education, was assigned to this research project (.50 FTE) in August 1986 and continued with the project throughout the second year of the contract. Ms. Minch assisted in the literature review and co-authored the accepted manuscript. She also helped formulate the Coworker Involvement Manual and assisted Dr. Rusch in the employer interviews. In addition to her involvement in this research program, Ms. Minch completed a master's thesis entitled, "An Investigation of Factors Related to the Support Provided by Coworkers to Employees with Handicaps."

Overview of Year 2 Activities

Year 2 of this research program will involve field testing the revised Coworker Involvement Manual. This field testing will be accomplished by enlisting the assistance of the 30 model supported-employment programs in the State of Illinois. These 30 programs are in their third year of implementation. Dr. Rusch has been responsible for providing evaluation technical assistance and program evaluation activities to the target programs.

The primary focus of the first field test will be to obtain the feedback of all job coaches regarding the Coworker Involvement Manual and their willingness to cooperate in the proposed research. The second focus of this research program will be to score the extent to which coworkers are involved in job training and maintenance activities.

The results of the field-based scoring of coworker involvement will be analyzed by correlating the involvement scores with selected outcome measures. The sample will include approximately 40 coworker scores and target employees' outcomes.

Management Plan for Year 2

See following page.

Management Plan for Year 2

TASK 4.2: Coworker Involvement Research Program

Task Manager: Dr. Frank R. Rusch

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.2.1	Revise Coworker Involvement Manual based upon 10 employees' feedback	Revised Manual	8-21-87	10-1-87	FR, GRA
4.2.2	Mail letters to 30 model program developers to obtain volunteers for field readers	Field Readers	9-16-87	10-1-87	FR, GRA
4.2.3	Mail revised Coworker Involvement Manual to volunteers	Mailed Manuals	10-1-87	10-15-87	FR, GRA
4.2.4	Revise Coworker Involvement Manual	Revised Manual	10-15-87	12-1-87	FR, GRA
4.2.5	Identify outcome variables to be correlated with the Coworker Involvement scores	List of variables	10-1-87	12-1-87	FR, LD
4.2.6	Decide on dates for site visits to collect Coworker Involvement scores	List of dates	11-1-87	11-10-87	FR, ISEP staff, GRA
4.2.7	Notify program personnel of site visit dates	Bulk mailing	11-11-87	11-30-87	FR, ISEP staff, GRA
4.2.8	Make site visits	Scores	12-1-87	1-31-88	FR, ISEP staff, GRA
4.2.9	Analyze data	Correlational analysis	1-31-88	3-1-88	FR, GRA
4.2.10	Draft correlational study	Draft report	3-1-88	6-1-88	FR, GRA
4.2.11	Review report	Revisions	5-1-88	6-1-88	IAC
4.2.12	Draft final report	Report	6-1-88	7-15-88	FR, GRA
4.2.13	Revise Coworker Involvement Manual	Revised Coworker Involvement Manual	2-1-88	8-20-88	FR, GRA

FR - Dr. Frank Rusch
GRA - Graduate Research Assistant
ISEP - Illinois Supported Employment Project Staff
LD - Dr. Lizanne DeStefano
IAC - Institute Advisory Committee

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TASK 4.3: Instructional Strategies for Encouraging Independence

(Dr. James Halle)

Summary of Year 1 Activities

The Instructional Strategies Research Program focuses upon strategies that teachers, instructors, job coaches, and employers might use to lessen their direct involvement and enhance worker independence in everyday functioning. Far too often, instructional procedures such as prompting and reinforcement continue to be used well beyond the time they are required. It is as if they become a permanent part of the environment. Interventionists seem to lose sight of "the criterion of ultimate functioning." In many other instances, instructional strategies are terminated prematurely and suddenly without regard for their influence on the maintenance of target behavior.

In the case of either prolonged prompting or premature termination, prompt-fading or stimulus-control transfer is omitted; that is, transferring control of behavior from external prompts to conditions that exist naturally in relevant settings is overlooked. Why is this transfer so important? The answer is obvious if we look closely at what prompts are and how they function. A prompt is a stimulus that is added to the naturally prevailing conditions. It is used to produce the target response. When an instructor uses a prompt, however, the correct response is produced under the wrong conditions. The prompt may be referred to as a "controlling" stimulus. Because our goal is to bring the response under the control of naturally existing stimuli, we must transfer control from the prompt to these natural conditions. Therefore, anytime a prompt is used effectively (i.e., controls a response), it must be removed if we are to gain independent functioning.

As the first part of this research project, we have developed a five-step process/model to meet our objective of independent functioning. These steps include:

Step 1. Ecological analysis of the setting. This analysis identifies occasions in which workers might perform independently but currently do not. We observed learners in their daily routines, looking for those occasions where teachers or job coaches were using prompts to obtain correct performance or were preempting potential independent performance. Preempting defines situations where instructors engage in behavior that precludes the opportunity for independent learner performance. For example, if work materials are always provided, requests for materials are preempted. When preempts occur, the first step of remediation is to provide the opportunity for the behavior. If the behavior does not occur, the second step is to provide an appropriate prompt.

Step 2. Determination of the target behavior. Identifying and defining the target performance constitutes the second step in this process.

Step 3. Analysis of stimulus control. Once a list of occasions is generated (Step 1), two sets of stimuli need to be identified for each occasion: (a) the prompt stimuli that currently control the target performance and (b) a naturally and reliably occurring stimulus that could occasion the target performance.

Step 4. Application of stimulus-control transfer technology. Having identified a controlling stimulus and a naturally occurring stimulus that lacks control, the objective of this fourth step is to transfer control from the artificial instructor-provided prompt to the naturally existing stimulus. Time delay used either alone or in conjunction with decreasing assistance or graduated guidance will be used to attempt the needed transfer.

At least two aspects of this process differ from ordinary assessments. First, we are not targeting acquisition of a response. The response is already intact. It is the conditions under which the response occurs that we are targeting. Second, we are attempting to locate conditions in ordinary everyday settings that appropriately occasion the response. This is not an easy task but is necessary if we are to meet the objective of independent performance under conditions prevailing in the natural environment.

Major Findings

This research program began in a classroom for learners with severe disabilities. Our plan was to demonstrate the efficacy of the five-step process/model delineated above in a controlled setting. We also hoped to modify the process according to the feedback we solicited. Steps 1 and 2 were completed for two learners, and we began collecting data on one of these two (see Attachment 4.3.1). After gathering baseline data for 10 weeks, a decision was made that the conditions within the classrooms interfered with any clear analysis. Specifically, the number of staff that worked with each learner was often so large (five in the case of one subject) that the level and type of prompt used on any occasion consistently was nearly impossible to achieve. Furthermore, the conditions that constituted an occasion for prompting varied widely among the five staff members.

Beginning in January 1987, the setting was changed to a classroom in a different school district and included learners who were 15-18 years of age. These students were involved in community vocational training and were receiving training on residential living skills in a program sponsored jointly by the local adult rehabilitation service agency and the local school district.

Although problems were encountered in this second setting, three types of experiences occurred more than once when we implemented the five-step process/model.

1. Some learners already had the skills to perform targeted tasks independently, but instructors had not faded their prompts or praise (support). In other words, prompts and praise were nonfunctional, superfluous stimuli. Instructors thought these external supports were needed to maintain responding, but when no-support probes were conducted, we found the support was superfluous; learners performed flawlessly.

In one example, the setting was a fast-food restaurant. The client worked there five mornings a week for about two hours a day. She cleaned tables, floors, windows, containers, and silverware trays, and was responsible for a few additional tasks. A student teacher was at the setting daily to monitor the client's progress and to assist when needed. When we visited, the client performed every step independently; the student teacher praised her upon completion of each of four main tasks.

On our second visit, we asked the public school supervisor if we could conduct a probe, that is, allow the client to do what she could without any intervention from the student teacher. The supervisor agreed, and we and the student teacher remained silent and inconspicuous. The client completed her tasks with no difficulty. She did not need the contingent praise. She was already performing independently.

2. A major distinction that needs to be established when encouraging independence is skill acquisition versus motivation. Learners may require assistance from a trainer either because they are unable to perform the task independently or because they do not want to do it. The former requires good instructional procedures aided by stimulus-control methods; the latter

requires an analysis of the reinforcing contingencies supporting independent task completion.

Before stimulus-control strategies are introduced, instructors must assess motivational explanations for lack of independent performance. Only after appropriate levels of motivation are assured, should the current five-step process/model be considered.

3. Because of characteristics of the settings (e.g., semesters ending, changes in schedules to provide varying experiences for students), stability was not assured. At least three times we identified occasions and the target performance, determined the prompt stimuli that were controlling the target performance, and began collecting baseline data only to discover that the learner was scheduled to change tasks or settings or both. Often these schedule changes were not known in advance, even by those who were initiating the changes.

We have learned from these three types of experiences, and our plan for Year 2 reflects this experience. (Please refer to Overview of Year 2 Activities.)

Year 1 Products

Two products were developed. The first was a paper entitled, "Communication Training in Natural Settings," which has been published in The Journal of the Association for Persons with Severe Handicaps (see Attachment 4.3.2). The second product was a review of applications of stimulus control in applied research. This product will be available 8-20-87.

Graduate Student Involvement

Ya-Mei Chen, a first-year doctoral candidate in elementary and early childhood education, was assigned to this research project in September 1986

(.25 FTE). Ms. Chen has worked closely with Dr. Halle by conducting computer searches of literature; meeting with school personnel to determine appropriate subjects, times, and settings; and observing on-site to identify occasions for intervention.

Overview of Year 2 Activities

In Year 2 of the Instructional Strategies Research Program, efforts will continue to assess the five-step process/model developed in Year 1. However, in Year 2 a more formal and systematic approach to agency cooperation will be developed. First, the local adult-service agency and school-district personnel will be contacted. Both are involved in the supervision of learners in long-term work settings. In this way we hope to guarantee consistency of learners, tasks, and settings. Second, we will enter into a contract with the collaborating agency personnel that will specify the terms and conditions (e.g., learners, tasks, settings, dates, observation schedules, requirements of their personnel, and what we will provide to them) of our agreement. Third, to the extent possible, we will involve their personnel in the project to give them "ownership" of it.

Immediately upon observing a learner at a work site we will assess the current level of independence by conducting a "no-support" probe and by strengthening reinforcement for task completion to distinguish between what one can do and what one wants to do. These assessments are a direct result of our findings in Year 1.

Other than the changes noted above, our Year 2 Plan will be very similar to Year 1 (please refer to the Management Plan for Year 2). In addition, we plan to survey the OSERS projects to determine project directors' opinions of the nature and extent of the independence issue that we are addressing. Such a survey will serve two purposes. It will validate the level of importance of this issue and it will provide us with the names of directors and their sites, which might be potential field sites for testing the model or replication sites for assessing its generality.

In Year 2, we have asked Drs. Adelle Renzaglia, Frank Rusch, and Janis Chadsey-Rusch to collaborate with us. All three have had extensive experience in work settings and, of greater importance, have had extensive experience with the local agencies with whom we will forge agreements.

Management Plan for Year 2

See following page.

Management Plan for Year 2

TASK 4.3: Instructional Strategy Research

Task Manager: Dr. James Halle

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
INTERVENTION					
4.3.1	Review literature	In-house literature collection	9-1-86	ongoing	JH, GRA
4.3.2	Meet with adult service and school district	Contract that specifies the terms and conditions of the agreement	6-1-87	9-1-87	JH, AR, GRA
4.3.3	Identify learners who will be participants	Names of at least three subjects	6-1-87	9-1-87	JH, AR, GRA
4.3.4	Conduct ecological analysis in the target settings for each learner	List of target	9-1-87	12-18-87	JH, AR, GRA
4.3.5	Define learner performance for each occasion	List of operational definitions of behavior	9-1-87	12-18-87	JH, AR, GRA
4.3.6	Analysis of current and motivated stimulus control	Lists	9-1-87	12-18-87	JH, AR, GRA
4.3.7	Baseline probe	Data sheets, graphs	10-19-87	3-25-88	JH, AR, GRA
4.3.8	Instructional strategy training (intervention)	Data sheets, graphs	11-9-87	5-20-88	JH, AR, GRA
4.39	Summarize and analyze data	Completed graphs	5-23-88	8-20-88	JH, AR, GRA
4.3.10	Write manuscript	Manuscript Conference paper	5-23-88	8-20-88	JH, AR, GRA
SURVEY					
4.3.11	Develop survey to assess nature and extent of the target problem: Dependence on external support	Survey instrument	9-1-87	10-30-87	JH, GRA, IRF
4.3.12	Identify project directors who will receive survey	List of project directors	6-1-87	9-1-87	JH, GRA
4.3.13	Mail survey to selected project directors	Mailing	11-9-87	12-11-87	GRA
4.3.14	Follow-up of non-respondents	Mailing	1-11-88	2-12-88	GRA
4.3.15	Code and analyze survey responses	Summarized data	2-15-88	4-22-88	JH, GRA, IRF
4.3.16	Identify project directors interested in replication & provide technical assistance	List of project directors	5-2-88	8-20-88	JH, GRA, JD

JH - Dr. James Halle
AR - Dr. Adelle Renzaglia
JD - Dr. Jane Dowling
GRA - Graduate Research Assistant
IRF - Institute Research Faculty

TASK 4.4: Social Support of Transition Programs

(Dr. Richard P. Schutz)

Summary of Year 1 Activities

Traditionally, professionals have chosen to concentrate programmatic efforts on the individual with vocational training needs as the primary unit for transition-related interventions, either by intentional selection or through routine practice (see Rusch & Schutz, 1981; Rusch, Schutz, & Heal, 1983). Contrary to this relatively narrow approach to the vocational transition process, the importance of the broader concept of social support has been cited in numerous studies as a major factor in successful community adaptation (e.g., Edgerton, 1967; O'Connor, 1983; Sigelman, Novak, Heal, & Switzky, 1980). In an attempt to consolidate a plethora of definitions, O'Connor (1983) identified social support as being "made up of the emotional, informational, and material support provided by friends, relatives, neighbors, service providers, and others with whom one has an ongoing relationship, and to whom one can turn in times of need or crisis" (p. 187). Two social systems considered the most relevant to an individual's successful adaptation to adult life are the family and service providers (Schutz, 1986; Turnbull & Turnbull, 1986).

Although the concept of social support encompasses a multitude of issues, it would appear to be prudent to delineate the potential roles of the two social systems most relevant to the successful transition of persons with handicaps from school to work and to adult life in the community. For example, a follow-up study conducted by Hasazi, Gordon, and Roe (1985) indicated that more than 80% of former special education students who were working obtained employment through a "self-family-friend" network.

However, there is a paucity of information regarding how this network operates and how this network interfaces with professionals. There is also no information concerning intervention strategies to utilize when the self-family-friend network does not appear to operate effectively. This informational void was highlighted in a recent survey conducted by the Transition Institute (Rusch, McNair, & DeStefano, 1987). The results of this survey indicated that professionals and parents rated the delineation of appropriate parental and professional roles in the transition planning process and the identification of strategies for enlisting parental support for transition planning as the first and fifth issue areas of importance, respectively, of 25 potential issues.

The purpose of this research program is to investigate parent-professional interaction with respect to transition planning and implementation activities. The first year of activities for this research program concentrated on identifying methodology to study the proximate determinants of parental involvement in planning the transition process. The existing data on the degree of parental involvement in educational planning activities are not encouraging: parents are more likely to be either uninvolved or passively involved (Lynch & Stein, 1982; Stile, Cole, & Gardner, 1979). A number of attitudinal barriers have been suggested as the root of limited parental involvement with educational planning generally and transitional planning specifically (Schutz, 1986). Unfortunately, previous attitudinal research has offered little hope of explaining these barriers (Gottlieb, Corman, & Curci, 1984; Wicker, 1969).

The primary activities conducted during the first year included: Reviewing literature relevant to parental involvement in regular and special education, parental attitudes, and attitudinal research in special education.

As previously indicated, existing research indicates very limited parental involvement in educational planning owing primarily to attitudinal barriers.

Second, various theoretical models concerning behavioral intentions were selected. The Theory of Reasoned Action was identified as the theoretical construct to be utilized in this research program (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). The Theory of Reasoned Action predicts and explains intentions to perform behaviors and defines behavioral categories. Behavioral intentions are held to be determined by two factors: (a) attitude toward the behavior and (b) perceived social pressure to perform the behavior. These two determinants of intention mediate all external variables such as socioeconomic status, income, education, and ethnicity. The relationship among behavior (B), intention (I), attitude (A), and social norm (SN) is expressed in the following formula.

$$B = I = A + SN$$

Attitude is determined by a set of beliefs about outcomes of performing the behavior and a set of corresponding evaluations of each outcome. Social norm is determined by a set of beliefs that certain referents desire the performance of the behavior and a corresponding motivation to comply with each referent. It is the belief structure underlying attitude and norm that gives the theory significant explanatory power.

Third, the refined research questions were based upon the selection of the Theory of Reasoned Action as the theoretical construct to be utilized. The specific behavioral intention selected for study was parents intent to "participate as equal decision maker with professionals in planning transition."

Finally, draft instrumentation, study schedules, and data analysis procedures for two sub-studies were developed to assess (a) professional sub-group (i.e., special education, vocational education, and vocational rehabilitation) beliefs and attitudes toward parental involvement in transition planning and (b) parental attitudes and beliefs toward their involvement in transition planning. Both sub-studies have been conducted.

Major Findings

The results obtained from the preliminary belief elicitation study of professionals' attitudes toward parental participation in transition planning verified the explanatory power of the Theory of Reasoned Action. Consequently, the full study to be conducted next year should yield data to clarify parent-professional interactions related to transition planning and to suggest strategies to improve the level of parental involvement in the planning process. Specific preliminary results included the following:

1. The issue of parents as equal decision makers in transition planning was highly salient for special education, vocational education, and vocational rehabilitation groups.

2. Special educators tended to report greater positive outcomes associated with parental involvement with transition planning than vocational education and rehabilitation personnel.

3. Vocational rehabilitation personnel expressed the most support for the role of parents as equal decision makers in the transition planning process (followed by special education and vocational education personnel). However, rehabilitation personnel also expressed more reservations associated with parental involvement with transition planning than the other two groups.

4. Vocational educators appeared to be the least informed and the least involved in transition planning for students with special needs.

Year 1 Products

Two primary products were completed during this program year. First, a review of the literature entitled, "Understanding Parental Involvement in the Transition Process: A Need for a Theory of Reasoned Action" was completed (see Attachment 4.4.1). Second, a report on the preliminary professional belief elicitation study entitled, "Professionals' Attitudes and Beliefs Concerning Parental Involvement in Transition Planning: Preliminary Study Report" was completed (see Attachment 4.4.2).

Graduate Student Involvement

Brandt Pryor, a third-year doctoral candidate in the Department of Educational Psychology, was assigned to this research project (.50 FTE). Mr. Pryor assisted Dr. Schutz in all activities undertaken this year.

Overview of Year 2 Activities

Year 2 of this research program will focus on the implementation of three studies concerning the proximate determinants of parental involvement in planning the transition process. First, the belief elicitation study of parents' attitudes, initiated during Year 1, will be completed. This study is similar in intent and procedures to the preliminary professional belief elicitation study conducted during Year 1.

The second investigation will focus on a full study of professional attitudes concerning parental involvement in the transition planning process. This study will seek to determine: (a) the relative importance of outcome beliefs and outcome evaluations in determining professionals' attitudes; (b) the belief-evaluation combinations that make the strongest contributions to positive, and to negative, attitudes; and (c) differences among the three professional groups in attitude toward parental involvement.

The third investigation will be a full study of parents' intentions to participate as equal decision makers in transition planning. Utilizing the full theory of reasoned action, this study will attempt to determine: (a) the strength and variation in parents' intentions to participate as equal decision makers; (b) the relative weights of attitude and social norm in determining intention to participate in transitional planning activities; (c) the relative weights of outcome beliefs and outcome evaluations in determining attitudes toward participation; (d) the belief-evaluation combinations that contribute most strongly to positive and negative attitudes; (e) the relative importance of normative beliefs and motivation in determining social norm; and (f) the normative belief-motivation combination that contributes most strongly to positive and negative social norms.

Research reports will be prepared for each individual study and a separate report addressing all studies will be prepared. The latter report will also address possible strategies to reduce inaccurate beliefs that contribute to negative parental intentions to participate in transition planning and possible reforms of the planning process to reduce beliefs that contribute to limited parental involvement in the transition planning process.

Management Plan for Year 2

See following page.

Management Plan for Year 2

TASK 4.4: Social Support of Transition Programs

Task Manager: Dr. Richard Schutz

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.4.1	Continue update of literature review	In-house literature collection	5-21-87	ongoing	RPS, GRA
4.4.2	Develop parental belief elicitation interview	Instrument	6-12-87	7-31-87	RPS, GRA
4.4.3	Select parent sample	List	6-15-87	7-10-87	RPS
4.4.4	Develop study schedule and related materials	Schedule, letters	7-10-87	7-17-87	RPS, GRA
4.4.5	Conduct telephone belief elicitation interviews		7-20-87	8-7-87	RPS, GRA
4.4.6	Follow-up nonrespondents	Call-back list	8-10-87	9-1-87	GRA
4.4.7	Code and analyze interview responses	Tables, figures	9-7-87	11-2-87	RPS, GRA
4.4.8	Prepare parental belief elicitation report	Report	11-9-87	12-18-87	RPS, GRA
4.4.9	Develop questionnaire for professional attitude study	Instrument	6-15-87	7-31-87	RPS, GRA
4.4.10	Select sample	List	8-20-87	9-4-87	RPS
4.4.11	Develop study schedule and related materials	Schedule, letters	9-7-87	9-11-87	RPS, GRA
4.4.12	Mail questionnaires	List	9-16-87	9-16-87	GRA
4.4.13	Follow-up nonrespondents	List	10-7-87	10-14-87	GRA
4.4.14	Code and analyze questionnaire data	Computer data base, tables, figures	10-16-87	1-4-88	RPS, GRA
4.4.15	Prepare professional attitude report	Report	1-11-88	2-12-88	RPS, GRA
4.4.16	Develop questionnaire for parental intention study	Instrument	11-23-87	1-8-88	RPS, GRA
4.4.17	Select sample	List	11-23-87	12-4-87	RPS
4.4.18	Develop study schedule and related materials	Schedule, letters	12-7-87	12-18-87	RPS, GRA
4.4.19	Mail questionnaires	List	1-11-88	1-12-88	GRA
4.4.20	Follow-up nonrespondents	List	2-11-88	3-11-88	GRA
4.4.21	Code and analyze questionnaire data	Computer data base, tables, figures	3-11-88	4-15-88	RPS, GRA

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.4.22	Prepare report on parental intention study	Report	4-15-88	5-5-88	RPS, GRA
4.4.23	Prepare final, summary study report	Report	3-1-88	5-20-88	RPS, GRA

RPS - Dr. Richard P. Schutz
GRA - Graduate Research Assistant

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TASK 4.5: Assessing and Facilitating Employer's Positive Acceptance of Employees with Handicaps

(Dr. Adelle Renzaglia)

Summary of Year 1 Activities

Within the past ten years, the focus of vocational training and placement efforts for persons with handicaps has shifted away from employment within segregated sheltered settings toward employment within less restrictive environments that offer competitive employment opportunities with support. In order to integrate individuals with handicaps into the work force adequately, special educators, vocational educators, and rehabilitation personnel have attempted to identify relevant variables and implementation procedures that may facilitate job success. Employer interviews, job inventories, and on-the-job training are a sample of activities that have been recommended for supporting a more positive vocational experience for an individual with handicaps as well as for the employer (Rusch & Mithaug, 1980; Wehman, 1981).

A more recently identified variable that may affect productive employment for individuals with handicaps is the employers' perception of the vocational potential of students/trainees with handicaps. Do improved attitudes among employers enhance employment opportunities for individuals with handicaps? Are there factors related to the employers or their businesses that contribute to positive or negative perceptions? Can strategies be designed and implemented to develop more positive perceptions and behaviors of employers? Such empirical questions require specific attention and investigation in order to determine the impact of employer attitudes, interactions, and perceptions of employment efforts.

This Employers Acceptance Research Program is designed to develop a method of assessing employer acceptance of employees with handicaps and to identify those variables and characteristics of employers and their businesses that are associated with positive or negative acceptance. The original research plan for Year 1 included the development of an assessment instrument and the procedures to administer the instrument. The Year 1 plan included administering the assessment to 45 employers to identify the relevant employer variables and characteristics. However, after extensive review of the literature, conducting employer interviews, and consulting with experts, the research plan was revised to include a number of activities that were not originally scheduled. Therefore, the first year actually consisted of the development of the assessment process which included a pilot study (assessing 45 employers) resulting in the revision of the assessment instrument.

A literature review assisted in the identification of the issues relevant to the research being conducted. In addition, all previous research was evaluated and provided a foundation for the proposed research. The variables and characteristics previously found to be relevant to employer acceptance of employees with handicaps were identified and included in the initial draft of the Business/Employer Assessment Instrument (BEAI).

Nine employers were contacted and interviewed to identify their hiring policies and considerations they take into account in hiring employees with handicaps. The information obtained through these interviews was also used to construct the first draft of the BEAI.

After the instrument was drafted, expert feedback was obtained. Ten experts were identified on a national basis through peer nomination. The initial draft of the BEAI was sent to the experts with a structured questionnaire that asked for their suggestions and feedback. Expert feedback was used to revise the BEAI before piloting it with employers.

Forty-five employers (representing janitorial, food service and manufacturing jobs) were identified to participate in a pilot study of the BEAI. The remainder of Year 1 was spent administering the BEAI to the 45 employers and analyzing the results of the pilot to construct a valid version of the instrument.

Major Findings

The results of the literature review, employer interviews, and expert consultation indicated that variables that may affect employer acceptance include characteristics of the business (e.g., type of business, number of employees) and employer (e.g., age, position, family), employer knowledge, employer perceptions, and employer attitudes. These variables were included in the draft of the BEAI. Additional findings will not be available until the pilot study data are analyzed.

Year 1 Products

The primary product resulting from the research initiative previously described is an assessment instrument designed to measure employers' knowledge, perceptions, and behavioral intent with respect to the employment of individuals with disabilities within community businesses and industries (see Attachment 4.5.1 for draft of the Business/Employer Assessment Instrument).

Graduate Student Involvement

Two graduate students were involved with the activities outlined in the project methodology and management plan. Meg Hutchins, a second-year doctoral student in the Department of Special Education contributed time to project activities (.25 FTE). Lee Ann LaDue, a master's student in the

Department of Elementary and Early Childhood Education, was hired in January 1987 (.25 FTE). Both students have been involved with Dr. Renzaglia in all aspects of the research program. In addition, Ms. Hutchins is co-authoring an article with Dr. Renzaglia based on the pilot study designed to construct the employer assessment instrument.

Overview of Year 2 Activities

Year 2 of the Employers' Acceptance Research Program will focus upon identifying approximately 200 employers from different geographic regions of the country and administering the revised and piloted version of the BEAI. The data collected will be analyzed to identify factors affecting employer acceptance levels and possible relationships among knowledge, perceptions, and behavioral intent.

Specific demographic variables related to employers and their businesses will be evaluated with respect to their impact or association with employer knowledge, perceptions, and behaviors concerning employees with handicaps. The analysis of the employer/business characteristics may provide greater insight into the business community for vocational trainers and placement specialists in order to identify inservice needs, to select better employment opportunities for clients, and to offer appropriate levels of support for employees and employers.

Management Plan for Year 2

See following page.

References

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Management Plan for Year 2

TASK 4.5: Assessing and Facilitating Employers' Positive Acceptance of Employees with Handicaps

Task Manager: Dr. Adelle Renzaglia

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.5.1	Identify and select sample of employers	List of employers	9-1-87	10-1-87	AR, MH, LL
4.5.2	Administer BEAI to employer sample	Record of employers assessed and responses	10-1-87	2-1-88	MH, LL
4.5.3	Conduct an analysis of the results	Factors related to employer acceptance	2-1-88	3-1-88	AR, MH, LL
4.5.4	Identify factors that are potentially changeable and those that appear to be static	Factors to target for change	3-1-88	4-1-88	AR, MH
4.5.5	Identify factors that have direct implications for vocational trainers and placement specialists	Considerations for vocational personnel	3-1-88	4-1-88	AR, MH
4.5.6	Develop a manuscript based on results of analysis	Manuscript	6-1-88	7-1-88	AR, MH

AR - Dr. Adelle Renzaglia
MH - Meg Hutchins
LL - Lee Ann LaDue

TASK 4.6: The Impact of Federal Policy on Transition

(Dr. Lizanne DeStefano)

Summary of Year 1 Activities

As has become apparent through the work of Conley (1985), Noble (1984), Braddock (1985), and Conley, Noble, and Elder (1986), a complex system of federal policy impacts upon persons with handicaps who are transitioning from the mandated services of public education into postsecondary education or employment. Policy analysts and others interested in transition claim that the system is incoherent in the sense that its components may be working against each other rather than working in harmony. If the policy system is incoherent, then the service delivery system it creates to help students with handicaps may in fact be hindering their transition to work or postsecondary education, thereby disallowing their integration into the community, and consequently, defeating the overarching purpose of the system itself.

This research study is an attempt to determine the overall coherence of the federal policy system that affects transition. Such an analysis involves two phases: (a) an analysis of the policy system in intent and (b) an analysis of the policy system in implementation. A study of policy in intent requires review of congressional hearing transcripts, archives of advocates and lobbying groups, and administrative regulations as well as interviews with key players to determine the intended impact of the law. Studying policy in implementation requires analysis of appropriation bills, state implementation plans, landmark litigation, and survey of state and local service providers to identify the actual effects of the service delivery system.

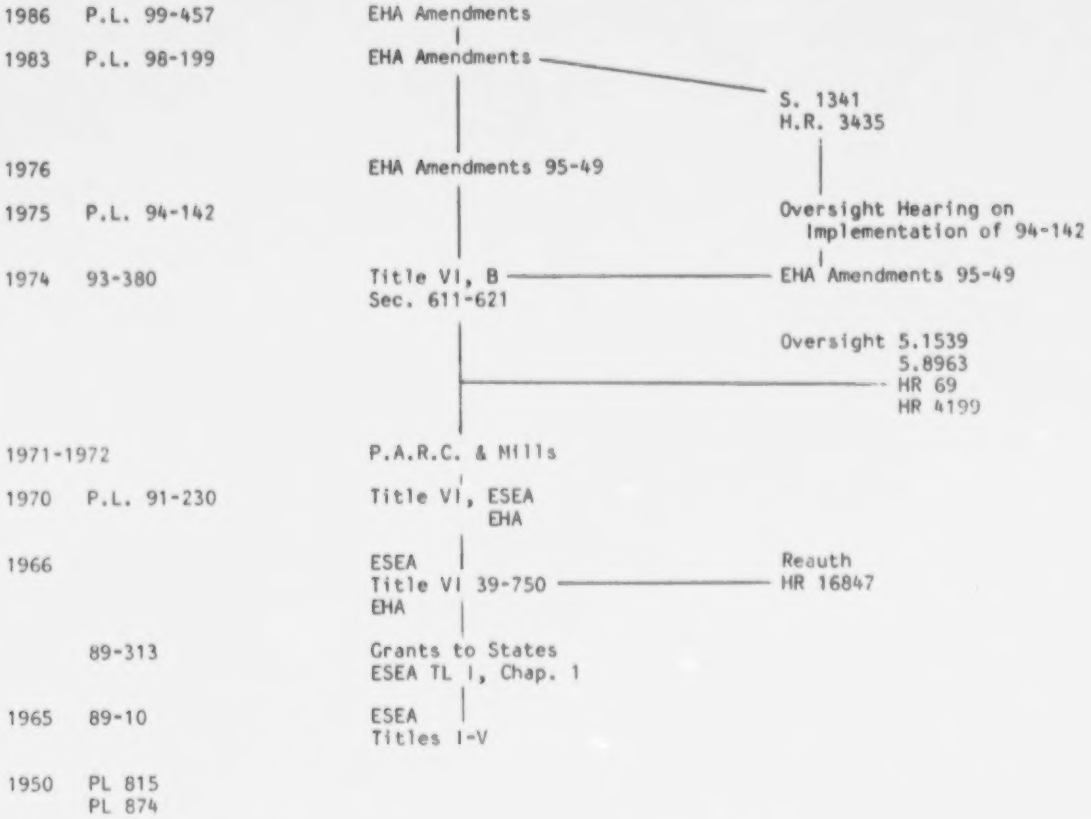
The first year of the policy research program is devoted to a study of the coherence of the policy system in intent, for the simple reason that if the system is incoherent in intent, it is unlikely that it will form a coherent delivery system in implementation.

In Federal Policy toward Mental Retardation and Developmental Disabilities (1985), Braddock states: "Government programs are rooted in the past. Federal programs are rarely created totally anew, but rather are usually grafted to existing statutory and administrative structures. To understand current federal policy . . . one must be familiar with the historical record of individual federal . . . program elements, and one must also appreciate each individual element's relation to its programmatic environment, its final content, and its legislative history" (p. 4).

Owing to the incremental nature of government, an understanding and evaluation of the policy system affecting transition can only be attained by understanding the legislative history of the various elements that constitute the system. One must look to the past history of federal policy in a given area in order to understand fully its present provisions and future impact. For this reason, this policy research program adopted a historical approach to federal transition policy analysis.

Our historical analysis of the transition policy system in intent was composed of four parts. First, all federal elements affecting transition were identified. We have identified nine legislative areas having direct impact upon transition: budget reconciliation, rehabilitation, civil rights, vocational education, special education, regular education, social security, labor, and tax revisions. Across these nine areas, we have identified 59 legislative elements related to transition. These elements are displayed in Figure 4.6.1.

Figure 4.6.1. Legislation Related to Special Education (1965-1987)



Second, a broad legislative historical outline addressing all nine legislative areas in chronological order and in interactive confluence to create a mosaic of federal transition policy was constructed. Figure 4.6.2 is an illustration of the history of the special education dimension of the policy system affecting transition. It conceptually maps the historical development of special education from its roots in P.L. 815 and P.L. 874 to the enactment of P.L. 99-457. In turn, the histories of the remaining dimensions of the policy system represented by Figure 4.6.1 will be developed and a conceptual map will be drawn to illustrate the historical development of each dimension, along with the interaction among elements.

Third, a detailed narrative of the sociopolitical (including fiscal) forces that appeared to shape the legislative elements was developed (see Table 4.6.1).

Finally, a paper was developed that addressed the following questions: Is the system coherent? What is to account for its coherence or incoherence? If the system is incoherent, what changes in policy are necessary to produce coherence? What forces can be harnessed to stimulate policy change toward coherence? (See Attachment 4.6.1.)

Findings from this study were presented at a regional meeting of the Northern Illinois Association of Special Education, at the national conference for the Council on Exceptional Children, at a state meeting of the Florida Transition Project, and at a national conference sponsored by The Training and Research Institute for Adults with Disabilities.

Major Findings

1. Nine areas of federal legislation have direct implications for transition: budget reconciliation, rehabilitation, civil rights, vocational education, special education, regular education, social security, labor, and income tax law.

Table 4.6.1. Federal Elements Affecting Transition

Budget Reconciliation	Rehabilitation	Civil Rights	Vocational Education	Special Education	Social Security	Labor	Tax Legislation
Cobra 99-272	98-527 DDA Amends. of 1984				99-643 SSI Improvements Act of 1986	S.777	Tax Reform Act of 1986 99-514
98-270	95-602 DD Amends. of 1978	99-486 Fair Labor Standards Act Amendments	99-159	99-457	Work Incentives Provisions SSA Amendments of 1986	Manpower Training Act as Amended 1986	
97-35 1981	DD Services & Facilities Construction Act as amended	Employment Opportunities for Disabled Americans Act of 1985	98-524	98-199	Community and Family Living Amendments of 1986	Job Training Partnership Act of 1983 as Amended by 99-496	
	99-506 1986 Rehab Act Amendments	DD Assistance and Bill of Rights Act 94-103	95-561	95-49	96-272	92-424 Economic Opportunity Amendments of 1972	
	98-221 Rehab Act Amendments	Section 503 $ 504 of 93-112	95-49	94-142	96-265 Disability Amendments	Economic Opportunity Act of 1964	
	93-112 Rehab Act of 1973		94-482	93-380	96-58 Food Stamp Amendments		
	90-391 Voc Rehab Amendments of 1968		90-576	91-230	94-401 93-647 92-603 92-595 90-248 87-97		
	90-99 Voc Rehab Amendments of 1967		88-210 Voc. Ed. Act of 1963	90-247	1956 SS Amendments SSDI-CDB		
	89-333 Voc Rehab Amendments of 1965			89-750	1950 SSA-Title XIV		
				89-313			
				89-10			
				PL 874			
				PL 815			

2. For the most part, the legislation associated with each area was written and passed with minimal influence from other areas. When present, the most common influence across areas was lobbying efforts by professional and advocacy groups.

3. In the last five years, the incidence of cross-area influence has risen. This is seen in attempts to:

- adopt compatible language regarding persons with handicaps across legislative areas (P.L. 99-506);
- realign certification procedures to legitimize employment as a program option for persons with severe handicaps (P.L. 99-486 and P.L. 99-272);
- sign interagency agreements between federal agencies such as the Department of Education and the Department of Health and Human Services to combine financial and program resources of both agencies to expand employment opportunities for persons with disabilities (P.L. 99-457);
- eliminate financial disincentives to employment such as loss of benefits from SSI and Medicaid (P.L. 99-643).

4. Recent legislation is characterized by allowing localities to develop local solutions and strategies for solving problems associated with transition service delivery, rather than selecting and promoting one strategy for transition.

Year 1 Products

The major product of the policy research group is a monograph entitled "A Study of a Policy System in Intent: Federal Legislation Concerning Transition" (see Attachment 4.6.2).

Graduate Student Involvement

Dale Snauwaert, a first-year doctoral candidate in the Department of Educational Policy Studies, was assigned to this research project in September 1986 (.50 FTE). Mr. Snauwaert assisted Dr. DeStefano by conducting computer searches of the literature, securing copies of legislation and congressional hearings, preparing legislative chronologies, and coauthoring all written products. In addition to the major paper associated with this task, Mr. Snauwaert collaborated with Drs. Halloran, Thomas, and DeStefano to produce an article for Interchange entitled, "Imminent Considerations in Transition Service Delivery." Mr. Snauwaert also presented a paper, "Federal Legislation and Transition," at the CEC National Convention held in Chicago, April 1987.

Overview of Year 2 Activities

Year 2 of the policy research program will be spent in study of policy in implementation. Copies of current state transition plans and related legislation will be analyzed to examine the degree of consensus across states and the compatibility of state and federal legislation and policy.

A second data source for this investigation will be direct service staff, project directors, program administrators, parents, employers, and students of OSERS-funded secondary/transition projects. Additional sources will include state and federal administrators and policy makers and recognized experts in each of the nine related policy areas. This "impact audience" will be surveyed or interviewed to assess the impact of current legislation and policy on service delivery. Separate interview and survey forms will be developed for each group, but each form will cover some of the same topics, such as: knowledge of latest developments in legislation, barriers to transition service delivery, and suggested mechanisms for revisions.

These data will be analyzed by groups collectively to determine the most commonly experienced impact. Unique cases also will be examined to uncover instances where state or local agencies have interpreted federal policy in ways that facilitate the placement of persons with handicaps into meaningful employment or postsecondary educational services.

To explain and further highlight this large-scale data analysis, several projects will be asked to volunteer to develop case studies to illustrate both positive and negative examples of the coherence of the federal policy system. Case studies will represent the individual, small group, community, and societal perspectives related to these issues. The completed case studies will be included as part of the final product of this investigation.

Management Plan for Year 2

See following page.

Management Plan for Year 2

TASK 4.6: Transition Policy Research

Task Manager: Dr. Lizanne DeStefano

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.5.1	Computer search and review on published literature	In-house literature collection	9-1-86	ongoing	LD, GRA
4.5.2	Obtain copies of current state legislation and transition plans	Document file	9-1-86	ongoing	LD, GRA
4.5.3	Develop analysis procedures for state and local documentation	Analysis plan	9-1-86	12-1-87	LD, GRA
4.5.4	Identification of impact audiences: project directors and program administrators, state administrators, parents, students/clients, and direct service personnel	Mailing list	5-1-87	8-1-87	LD, GRA
4.5.5	Develop questionnaires and project surveys	Instruments	8-1-87	9-20-87	LD, C
4.5.6	Mail questionnaires to impact audiences	Mailing	10-1-87	12-20-87	GRA
4.5.7	Follow-up of nonrespondents	Mailing	1-20-88	2-20-88	GRA
4.5.8	Code and analyze questionnaire responses	Computer data base	2-20-88	4-20-88	LD, GRA
4.5.9	Identify projects interested in case study development	Working group	1-5-88	2-1-88	LD, C
4.5.10	Telephone, mail, and site visits to complete case studies	Contact logs, completed case studies	2-1-88	4-15-88	LD, GRA, C
4.5.11	Preparation of draft document	Draft	4-15-88	5-15-88	LD, GRA, C
4.5.12	Distribution of draft to panel members for review and critique	Reviewers' comments	5-15-88	6-15-88	GRA
4.5.13	Preparation of final document	Monograph	6-15-88	8-20-68	LD, GRA, C
4.5.14	Dissemination in professional journals and meetings	Journal articles, conference proceedings	4-15-88	12-20-88	LD, GRA, C

LD - Dr. Lizanne DeStefano
GRA - Graduate Research Assistant
C - Collaborators

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TASK 4.7: National Parent Study

(Dr. Frank R. Rusch and Mr. Jeffrey McNair)

Summary of Year 1 Activities

The purposes of the three-part National Parent Study were: (a) to describe the parents who constituted our sample and their experiences and satisfaction with transition programs by means of a demographic section that included specific questions about transition program involvement, (b) to socially validate the Institute's research questions with parental input through research question ratings, and (c) to look at family interaction variables that potentially influence successful transition from school to work and independent living with a FACES III (Family Adaptability and Cohesion Evaluation Scale) evaluation.

The survey was sent to 200 families identified by the National Parent CHAIN (Coalition for Handicapped Americans Information Network) under contract with the Institute. A total of 106 responses were received, with 85 meeting the criteria for inclusion in the study. Based upon information from the demographic section, the respondents represented rural (27%), urban (19%), and suburban (54%) areas in 22 states. Mothers completed the survey in every case. Finally, 98% of the respondents were white. The children with handicaps were 14 to 25 years of age (mean=19), were fairly evenly distributed between males (44%) and females (56%), and evidenced a wide range of handicapping conditions. In 62% of families there were four or fewer persons living in the household, with 88% having one child with handicaps. In 59% of families, only one person worked full time, and in 31% of families two persons worked full time.

Parents were then divided into four groups, based upon their transition program involvement. The programs were: (a) will be involved in a transition program (21%), (b) currently involved in a transition program (29%), (c) having completed a transition program, and (d) unaware of a transition program (38%). Further analyses were based upon this breakdown.

Major Findings

1. Regarding transition program involvement, 64% of mothers reported that they had not been contacted by the school. However, 63% had a plan in mind for their son or daughter once they had completed school. These plans ranged from living at home (55%), to living in a group home (29%), to living in their own apartment (29%). (The total of these figures is greater than 100% because parents could check several of the options on the survey.) Regarding work, almost half of the parents expected their son or daughter to hold a job in the community (49%). Some anticipated that their children would be working in a sheltered workshop (29%), whereas others felt they would not work at all (7%).

2. It was observed that transition program involvement (groups 2 and 3 vs. group 4) significantly affects parents' formulation of a postsecondary school plan. Additionally, there was a significant difference between parents' perceived knowledge of adult services. Groups 1 and 2 felt significantly more aware of adult service options than did Group 4. Group 3 was not significantly different from the other three groups, possibly indicating that although parents who are anticipating program involvement or currently involved in a program may feel knowledgeable about adult services, once they are actually involved with those services, they find they know less than they had thought.

3. Several differences in desired involvement versus involvement experience for Groups 2 and 3 were worthy of note. Approximately 13% of parents reported no involvement, although none stated that they *desired* no involvement. Then, 30% reported that they had been a member of the transition team, whereas 68% indicated that they would like or would have liked to have been a member of the transition team. Interestingly, 28% had been the final decision maker, whereas only 21% desired this role.

4. The questions identified by the research component of the Institute did in fact address areas and issues that parents felt were important.

5. On the FACES III test, families in the study scored similarly to the families on which the test was normed (families with nonhandicapped teenage children). In one area of difference families with children with handicaps scored much higher (into the chaotic area) on adaptability. These results suggest that the families are vulnerable in that they are looking for anything to satisfy their need for services and support other research demonstrating that families tend to move away from involvement with the local school with their offspring's increasing years in school, and therefore are less informed about what is happening in their son's or daughter's life. Although global, these results reaffirm to professionals the need to approach each family individually.

Year 1 Products

A journal article based on the findings of this study will be written during summer 1987. A draft of this paper entitled, "Parent Survey: Transition Program Involvement and Validation of Transition Issues," can be found in Attachment 4.7.1.

Graduate Student Involvement

Jeffrey McNair, a doctoral student in special education, acted under Dr. Rusch's authority to carry out the Parent Survey as well as the Research Needs Survey. Mr. McNair entered medical school in August 1986 and continued with the Institute on a limited basis throughout the 1986-87 academic year.

Overview of Year 2 Activities

During the summer session of 1987, Dr. Rusch will complete the final analysis of data and produce the final report. This research program will not continue beyond Month 24.

TASK 5: Evaluation Technical Assistance

(Dr. Jane Dowling)

Summary of Year 2 Activities

On August 21, 1986, the University of Illinois at Urbana-Champaign assumed all evaluation technical assistance responsibilities for the Transition Institute at Illinois. The primary activities for Year 2 included planning and conducting three regional workshops; conducting telephone, electronic, and mail technical assistance; and conducting at least eight on-site evaluation technical assistance visits. In support of these activities several subordinate tasks were undertaken by Evaluation Technical Assistance Program staff.

The transfer of evaluation technical assistance responsibilities to Illinois required the implementation of several organizational, start-up activities. These activities included conducting two searches to hire an Evaluation Technical Assistance (TA) Program Director (Dr. Jane Dowling) and an evaluation TA Program Transition Specialist (Cynthia Hartwell); reviewing all Research Triangle Institute records and monthly reports; summarizing evaluation TA activities conducted to date; developing a format for setting up project files; developing communication action records and other management forms to be maintained by evaluation TA staff; obtaining grants for newly funded projects; and developing evaluation TA plans and schedules. Subsequent to hiring the evaluation TA Program Director, individual meetings were held with Institute staff in order to facilitate the assimilation of the Evaluation TA Program into Institute activities.

The following is a summary of Year 2 activities within the Evaluation Technical Assistance Program. This summary overviews nine activities that define the major activities.

Review and analyze funded project evaluation plans. In order to assist both evaluation TA staff and individual projects in reviewing, planning, and implementing their evaluation plans, an Evaluation Analysis Worksheet (EAW) was developed. The major resources used for developing the worksheet were Rutman, Planning Useful Evaluations (1980) and House, Evaluating with Validity (1980).

Initial development of the EAW was undertaken in fall 1986. The field test document consisted of the following sections: project demographics, program components, goals/effects, evaluation questions, evaluation approaches, evaluation methodology, information/data collected, data analysis, evaluation reporting, management plan, evaluation personnel, and comments. This EAW was field tested with projects in Kansas, Massachusetts, New Hampshire, and Illinois. Informal feedback regarding the usefulness of the EAW was solicited from these projects.

An additional document, EAW Sample Questions, was also developed during this time in order to assist projects in understanding the procedures for completing an EAW. After the field testing of the EAW with approximately 20 projects, the field-test version was revised. Attachment 5.1 contains a copy of the revised EAW and a sample EAW completed on one project.

After the EAW was revised, a data base file was established, and all EAWs were stored on computer disk.

EAWs are completed according to the following procedure:

1. Evaluation TA staff complete the EAW using the project's original grant proposal and any additional information that is available at the Institute regarding the project (i.e., continuation applications, TA project files, journal articles/monographs, and other products received from projects).

2. The completed EAW is forwarded to the Evaluation TA Project Director for review and finalization.
3. The project EAW is entered into a computerized data base.
4. The final EAW is forwarded to the project by mail or reviewed with the project during an individual evaluation TA meeting.
5. The EAW is revised based on project input, and the data base is subsequently revised.
6. The revised EAW is forwarded to the project with a request to notify evaluation TA staff of any future revisions that project staff might make during the course of the project.

Priority for completing a project EAW includes project attendance at a regional workshop, request for evaluation TA, newly funded projects, or on-site evaluation TA being provided. Owing to the amount of time involved in completing an EAW, projects that do not belong to any of the above categories are given lowest priority. To date, 50 EAWs have been completed and reviewed with projects. The breakdown of complete EAWs by competition follows.

CFDR#	Number of Projects	Number of EAWs Completed	Percentage
84.023D	12	4	33
84.158A	16	3	19
84.158C	27	10	37
84.023G	15	7	47
84.128A	5	2	40
84.078B	15	2	13
84.078C	28	13	46
84.086M	11	9	82

Revise general purpose evaluation document. The general purpose evaluation document developed in Year 1 was reviewed and revised. The evaluation document is available upon request from evaluation TA program staff at the Transition Institute.

Survey project directors for TA needs. In order to ensure the focus of TA efforts on evaluation improvement concerns, an Evaluation Needs Assessment Survey was administered during the Technical Assistance Program formal presentation at the Project Directors' Second Annual Meeting in Washington, D.C., October 9-10, 1986. The survey instrument was designed to categorize evaluation concerns into five areas:

1. Identifying the evaluation focus
2. Developing the research design
3. Implementing the evaluation plan
4. Interpreting the evaluation findings
5. Utilizing the evaluation findings

The results of the survey were used to direct future evaluation TA activities including selection of topics for regional workshops and the Evaluation Technical Assistance: Dissemination Series. The Evaluation Needs Assessment Survey (see Attachment 5.2) asked respondents to rate selected evaluation topics within five evaluation areas on three levels. Respondents were first asked to indicate those topics of use in evaluating their projects. Of those topics indicated, the projects then rated the importance of the topic on a 4-point Likert scale (1 = not important at this time; 4 = very important at this time). After rating the importance of the topic, the respondents rated their need for technical assistance on the specific topic on a 4-point Likert scale (1 = low need for technical assistance; 4 = high need for technical assistance). The Survey also requested data regarding the importance of specific content areas. Respondents were asked to indicate the importance of an area by placing a checkmark next to the specific area. The targeted sample of the Evaluation Needs Assessment Survey included all the project directors (or their appointees) of the OSERS-funded secondary and transition model demonstration projects. A total sample of 139 projects was identified. The Survey was administered to 102 project directors attending the Project Directors' Second Annual Meeting. Nonrespondents, including those project directors not attending the Annual Meeting, were mailed a copy of the Survey during the week after the meeting. The Survey yielded a 71% response rate, with 94 projects responding. Of those projects responding, 56% were in their final year of federal funding and 23% were in their first year of funding.

Based on the results of the survey, the transition projects appeared to be concerned with obtaining assistance that would improve their ability to meet measuring and reporting requirements. The three areas receiving the highest need for evaluation TA ratings were as follows:

1. Developing the evaluation report;
2. Analyzing the effects of projects;
3. Identifying the technical requirements of the research design.

These identified needs provided a guide for the Evaluation Technical Assistance Program and, as a result, the Evaluation Analysis Worksheet was developed, and Working Paper #1--Developing the Final Evaluation Report--was disseminated. In addition, the regional evaluation TA workshops addressed those content areas rated highest in importance by project staff (i.e., data collection/data analysis, interagency agreements, social/interpersonal/life skill development, employer attitude/acceptance, individual transition plans, and model replication).

In addition to the formal needs assessment survey, project staff were provided with opportunities to identify key issues before each regional workshop. The EAW also provided evaluation TA staff with a mechanism for identifying evaluation concerns that needed to be addressed by project staff. Informal needs assessment was an ongoing activity accomplished through telephone conversations, letters, individual meetings, and site visits.

Develop evaluation TA plan and schedule. The formal needs assessment survey conducted in October provided the basis for the Evaluation TA Program plan and schedule for Year 2. The plan included tentative sites for regional workshops and potential project site visits. In order to supplement evaluation TA service delivery, it was decided to develop an Evaluation Technical Assistance Dissemination Series document, a project characteristics data base file, a project directors' data base file, and a TA resource data base file. The evaluation TA plan specified procedures for delivery of evaluation TA and general TA services available to projects. Attachment 5.3 is a copy of this plan.

Plan and conduct three regional workshops. Three regional workshops were planned and conducted in Year 2. A total of 82 persons attended the workshops. These participants represented 43% of the projects (60/139) with 10 projects attending two workshops. The percentage of projects attending the workshops by competition follows:

CFDR #	Number of Projects	Number Attending Workshops	Percentage
84.023D	12	4	33
84.023G	15	6	40
84.078B	15	4	27
84.078C	27	11	41
84.086M	11	6	55
84.128A	5	2	40
84.158A	16	8	50
84.158B	11	1	10
84.158C	27	18	67
TOTAL	139	60	43

The 1st Regional Evaluation Technical Assistance Workshop for Year 2 was held on October 8, 1986, preceding the Project Directors' Second Annual Meeting in Washington, D.C. Initial publicity and registration for the Workshop was handled by the University of Illinois Office of Conferences and

Institutes in conjunction with registration for the Annual Meeting. A draft agenda was distributed to workshop registrants on September 16. In addition to two general sessions on evaluation reporting and sources of funding, seven concurrent sessions were conducted on the following topics: validity/reliability issues, cost benefit issues, evaluating impact of projects, issues of evaluation related to client behavior, final year project issues, dissemination/replication issues, and newly funded project issues. Transition Institute staff were responsible for the delivery of all sessions with the exception of the dissemination/replication session. Dr. Carl Cameron, Margo Izzo, and Judi Conrad were panel presenters for this session.

The 2nd Regional Evaluation Technical Assistance Workshop was conducted in San Diego, California, on January 15 and 16, 1987. TA staff made all arrangements for the workshop. Workshop announcements and registration forms were disseminated to all projects on October 23 with follow-up confirmation of registration on December 2. Tentative agendas and pre-workshop materials were mailed to workshop registrants on January 5. Major topics presented during the workshop included: interagency collaboration, appropriate person-environment match, marketing and program evaluation; and the application of microcomputers in data-based management activities. The featured presenters were Dr. Robert Schalock and Dr. Delwyn Harnisch (Institute Principal Investigator).

The 3rd Regional Evaluation Technical Assistance Workshop was held in conjunction with the Council for Exceptional Children Annual Convention in Chicago, Illinois on April 20. The featured presentation, Practical Strategies for Applying Professional Evaluation Standards in Project Evaluation, was made by Dr. Jeri Nowakowski in a half-day general session. Institute staff were responsible for the remaining workshop presentations. A short presentation on strategies for continuing projects beyond the funding period was offered at the request of workshop participants. The remainder of the afternoon session consisted of concurrent sessions on the following topics: strategies for developing and evaluating collaborative relationships, program evaluation strategies, issues specific to learning disabilities, and vocational assessment.

Evaluation TA staff scheduled the workshops and selected and booked dates and locations for the second and third workshops; developed and disseminated workshop announcements, registration forms, and preliminary agendas; prepared workshop packets; arranged for guest presenters and Institute staff participation (providing workshop presenters with profiles of registered projects and advising on topics); conducted the workshops; provided individual evaluation TA to projects as requested; conducted follow-up with workshop participants. Copies of workshop agendas and evaluation forms are included in Attachment 5.4.

At the end of each workshop, participants were asked to complete a workshop evaluation form which was designed to assess participants' overall ratings of workshop organization, workshop program (appropriateness of topics, individual presentations, and quality of workshop), and individual evaluation TA sessions. The evaluation form was revised after Workshop 1 and again after Workshop 2; therefore the results for each workshop are presented separately.

Synthesis of workshop evaluation results. In response to the overall appropriateness of topics presented at the 1st Regional Workshop in Washington, D.C., all the respondents rated the overall content as appropriate for their needs. The quality of workshop materials was rated by 43%

of the respondents as excellent. A total of 80% of the respondents rated the materials within the good to excellent range on a 4-point Likert scale. The material of greatest value to projects was the Final Evaluation Report Outline, which was subsequently expanded and disseminated as Working Paper #1 to all projects. In terms of meeting their expectations, 78% of the respondents rated the workshop as meeting their expectations. The remaining 22% rated the workshop as partially meeting their expectations. On a 5-point Likert scale (1 = poor; 5 = excellent), respondents rated the overall quality of the workshop at 3.78.

The overall mean quality rating of the 2nd Regional Workshop in San Diego was 5.7 on a 7-point Likert scale (1 = poor; 7 = excellent). Organization of the workshop received a 5.5 mean rating on the same 7-point scale. When asked to rate the extent to which workshop topics would affect behavior on the job, 77% of the respondents indicated above-average impact ratings.

Workshop organization for the 3rd Regional Workshop, held in Chicago, received a 4.43 mean rating on a 5-point scale (1 = poor; 5 = excellent). The overall quality of workshop program received a 4.75 mean rating on a 5-point scale. All sessions were rated from above average to excellent by respondents.

Formal individual evaluation TA sessions were offered to workshop participants at all three workshops. Rating of individual evaluation TA sessions was included on the evaluation instruments used in Workshops 2 and 3. With one exception, all individual evaluation TA sessions were rated either above average or excellent.

Conduct telephone, electronic, and mail TA. Evaluation technical assistance was provided to projects at five levels: Level 1--needs assessment survey and provision of topic papers; Level 2--telephone conversation regarding questions related to project activities; Level 3--telephone conversation, written correspondence, and provision of materials; Level 4--provision of evaluation TA through individual meetings, follow-up written correspondence with accompanying materials; Level 5--site visit to project including follow-up written correspondence or telephone conversation or both.

The needs assessment instrument administered during the Project Directors' Second Annual Meeting was reviewed in order to identify projects requiring immediate evaluation TA. Project staff were also encouraged to contact evaluation TA staff directly if they required evaluation TA. In addition, project staff were given the opportunity to request individual evaluation TA meetings at workshop sites. Follow-up communication with project staff determined the level of evaluation TA services to be delivered. The following table indicates the service level of evaluation TA delivered to individual projects by competition.

The type of evaluation TA provided to projects at the various levels is outlined on the following page.

Level of Evaluation TA Provided to Projects by Competition

CFDR #	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
84.023D	All (n=12)	Salt Lake City, UT		Olympia, WA Hopkins, MN	Chestnut Hill, MA Scottsdale, AZ Eugene, OR Portland, OR
84.023G	All (n=15)	Chicago, IL Rockville, MD Eugene, OR	State College, PA Portland, ME Olympia, WA	Olympia, WA Greenvale, NY Champaign, IL Rockville, MD	Manchester, NH Portland, ME Tempe, AZ Champaign, IL
84.078B	All (n=15)	Columbus, OH Chattanooga, TN New York, NY Albertson, NY	St. Paul, MN New York, NY	New York, NY Lincoln, NE Richmond, VA	Richmond, VA Winchester, MA Cypress, CA
84.078C	All (n=27)	Brooklyn, NY Cushing, OK Brooklyn, NY Philadelphia, PA Fort Collins, CO	Kansas City, MO Minneapolis, MN Bayside, NY Columbus, OH Minneapolis, MN Cullowhee, NC Chicago, IL		Whitewater, WI Keene, NH Hays, KS
84.086M	All (n=11)	Franklin, IN Chicago, IL	Whittier, CA Concord, NH	Boston, MA Columbus, OH	Boston, M Tucson, AZ Eugene, OR Whittier, CA Boston, MA LaMesa, CA
84.128A	All (n=5)		Bethesoa, MD	San Diego, CA	Window Rock, AZ
84.158A	All (n=16)	Washington, DC Bloomington, IN Washington, DC	New York, NY Seattle, WA Bellingham, WA Albertson, NY Whittier, CA Rockville, MD Eugene, OR Richmond, VA		Whittier, CA
84.158B	All (n=11)	Washington, DC Santa Barbara, CA Santa Rosa, CA	Wilmington, DE		
84.158C	All (n=16)	Lexington, KY Nashville, TN Phoenix, AZ Charlotte, NC	Dewey, AZ Mississippi St, MS Sieverville, TN Great Falls MT Independence, MO Hastings, NE Durham, NC Richmond, VA Bowie, MD	Tucson, AZ Columbus, OH Great Falls, MT Salt Lake City, UT Kirksville, MO Lexington, KY Aberdeen, WA	Tucson, AZ Dewey, AZ Richmond, VA Stockton, CA

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Level 1

- Needs assessment survey
- Project characteristics questionnaire
- Dissemination Series paper #1: Developing the Final Evaluation Report
- Dissemination Series paper #2: Ecological Assessment-Placement Model Based on Person-Environmental Analysis
- Three letters from evaluation TA staff
- Workshop correspondence
- Telephone calls as needed

Level 2

- Same as Level 1 and
- Specific telephone response to project staff questions regarding project activities

Level 3

- Same as Level 1 and
- Specific telephone response
- Follow-up written correspondence by evaluation TA staff
- Topical materials related to project request

Level 4

- Same as Level 1 and
- Individual meeting with evaluation TA staff person
- Review of Evaluation Analysis Worksheet by evaluation TA staff
- Follow-up written correspondence by evaluation TA staff
- Topical materials related to project concerns

Level 5

- Same as Level 1 and
- Site visit by evaluation TA staff person
- Review of Evaluation Analysis Worksheet by evaluation TA staff
- Follow-up written correspondence by evaluation TA staff
- Topical materials related to project concerns

Attachment 5.5 contains samples of materials and follow-up correspondence with projects at Levels 3, 4, and 5.

Evaluation TA requests varied for individual projects; however, the following general topical areas were most frequently mentioned by projects: cost-benefit analysis, case study, management plans including computerized management-information systems, instrument development/review, interagency collaboration, and development of evaluation reports.

Telephone logs and correspondence logs were developed and maintained by evaluation TA staff in order to document and track project communications. A Communication Action Record form and Individual Meeting form were also developed to document further project communications and any action taken by evaluation TA staff. Attachment 5.6 contains samples of these forms. The following table describes the incidence of communication with projects by competition number based on the documentation from phone and correspondence logs.

Percentage of Projects within Competitions Contacted by Phone or Written Correspondence

	Phone Communication			Personal Written Communication		
CFDR #	Number of Projects	Number Contacted	%	Number of Projects	Number Contacted	%
84.023D	12	8	67	12	4	33
84.023G	15	9	60	15	5	33
84.078B	15	8	53	15	5	33
84.078C	27	15	56	27	10	37
84.086M	11	8	91	11	8	72
84.128A	5	4	80	5	3	60
84.158A	16	12	75	16	6	38
84.158B	11	3	27	11	1	9
84.158C	26	21	81	26	13	50
TOTAL	88	138	64	55	138	40

A total of 146 phone calls were made to projects, and 95 personal letters were sent. In addition, general project written correspondence included 69 follow-up needs survey memos, 139 workshop announcement memos for the 2nd workshop, 139 transmittal memos for working paper #1, 120 transmittal memos for project characteristics questionnaire, 120 transmittal memos for Dissemination Series binders and Working Paper #2, 37 workshop follow-up registration confirmation memos, 120 workshop announcement memos for 3rd workshop, 90 thank-you letters for completion of the questionnaire, and 28 follow-up memos on the project characteristics questionnaire.

An _Evaluation Technical Assistance: Dissemination Series_ was initiated in spring 1987. The purpose of the _Series_ is to disseminate the project staff special purpose documents addressing their issues, skills, and knowledge needs. The papers are disseminated on an as-needed basis. A three-ring binder was sent to all projects in February 1987. Subsequent papers will be copied on three-hole paper for easy insertion and will include an updated table of contents. To date two papers have been disseminated and are included in Attachment 5.7. A more aggressive approach to the development of working papers will be undertaken during Year 3.

Conduct on-site TA and follow-up. On-site evaluation technical assistance was conducted upon request by project staff and in conjunction with evaluation TA staff activities, for example, workshops, conference attendance, and Institute research activities. Eight regional site visits were conducted which included 26 projects. The following locations received on-site technical assistance. In addition to providing evaluation TA as indicated, EAWs were reviewed and revised as necessary with all projects.

DATE	CFDR#	PROJECT LOCATION	TA PROVIDED
10/24	84.078C	Whitewater, WI	instrumentation (surveys)
11/3	84.023D	Portland, OR	Support group evaluation, final evaluation reporting replication
11/4	84.023D	Eugene, OR	Case study, qualitative measures
11/4	84.086M	Eugene, OR	Independent living outcome measures
12/8-	84.986M	Boston, MA	Vocational assessment and transition objectives with data base
12/12	84.078B	Winchester, MA	Final evaluation report, continuation proposal
	84.086M	Boston, MA	Intake format and organizational concerns, parent surveys
	84.023D	Chestnut Hill, MA	Final evaluation reporting
	84.023C	Manchester, NH	Final evaluation reporting, continuation funding options
	84.078C	Keene, NH	Neuropsychological testing, PERT, and management information systems
	84.023C	Portland, ME	Interview strategies, questionnaire development
12/86-	84.023G	Champaign, IL	Cost benefit analysis, final evaluation reporting
1/20	84.086M	Whittier, CA	[Two projects] Management information system, job coach curricu-
	84.158A	Whittier, CA	lum, dBase III implementation
	84.078B	Cypress, CA	LD definitional issues and utilization of high tech
	84.086M	LaMesa, CA	Student tracking forms
	84.128A	San Diego, CA	Dissemination, final evaluation reporting, quality of life information
	85.158C	Stockton, CA	Final evaluation reporting, data collection

3/9-3/13	84.158C	Tucson, AZ	Instrumentation and surveys, vocational assessment
	84.086M	Tucson, AZ	Situational assessment, case study, funding options
	84.023D	Scottsdale, AZ	Replication, cost benefit analysis, consumer surveys
	84.023G	Tempe, AZ	Cost benefit analysis, replication, continuation funding
	84.158C	Dewey, AZ	Survey development, continuation proposal
	84.128A	Flagstaff, AZ	Case study, follow-up survey development
3/13	84.158C	Richmond, VA	Data collection, management information systems, and cost benefit analysis (two projects)
	84.078B	Richmond, VA	

Evaluation TA staff scheduled site visits and selected appropriate Institute personnel to conduct on-site evaluation TA with selected projects. Telephone conversations and written confirmation of an impending visit preceded all site visits. Before each site visit, an Evaluation Analysis Worksheet was completed by evaluation TA staff on the selected project. Specific materials were collected for each project based on individual needs and evaluation TA requests. During site visits the EAW was reviewed with project staff and revised when necessary. Specific evaluation TA requests were addressed during site visits. Subsequent to the site visit, Institute staff conducting on-site TA completed individual meeting reports and specified required follow-up activities to be completed. Evaluation TA staff documented completion of follow-up communication. Samples of follow-up communication are included in Attachment 5.8.

Summarize and evaluate TA. Formative evaluation of evaluation TA activities consisted of monthly reports to the Director of the Transition Institute. Summary data included progress on and completion of evaluation TA activities according to a prespecified timeline, slippages, and the reasons for slippages. Analysis of monthly reports allowed evaluation TA staff to evaluate the efficiency of evaluation TA activities and to implement needed changes in order to improve the delivery of evaluation TA services. In addition to internal evaluation of TA activities, formal evaluation of regional workshops was conducted. Changes in workshop organization and delivery were made in response to workshop participant feedback. Informal evaluation of TA site visits was solicited by TA staff via follow-up communication with project staff. Individual-meeting TA was evaluated in conjunction with workshop summative evaluations. A sample of responses regarding on-site evaluation TA is included in Attachment 5.9. The transfer of the Technical Assistance Program to Illinois has resulted in the incorporation of ancillary activities which have improved the delivery of TA to projects. One major activity has been the coordination and management of the Project Directory. The close contact of evaluation TA staff with project staff enables the immediate revision of addresses, phone numbers, and contact persons. Revisions are entered into a computerized data base maintained by evaluation TA staff, and internal memos to clerical staff and library staff ensure current listings available to all Institute personnel. Coordination with library staff has facilitated the development of current status reports regarding project continuation applications and final reports. In addition project-developed material received by TA staff by mail or as a result of on-site technical assistance is transferred to the Institute library for cataloging.

The close proximity of evaluation TA staff and Institute staff has also facilitated information exchange through informal conversations and monthly staff meetings. This has been particularly valuable in that concerns expressed by projects regarding issues related to Institute research activities can be addressed directly by evaluation TA staff. Conversely, evaluation TA staff can pose questions directly to Institute staff regarding project issues. For example, evaluation TA staff have cooperated with Institute research staff in the development of survey instruments on replication, interagency cooperation and issues related to learning disabilities. Individual interviews with Institute research faculty have enabled evaluation TA staff to utilize Institute faculty expertise effectively in conducting workshop sessions on project-identified issues, that is, cost-benefit analysis, project evaluation strategies, continuation of projects beyond funding period, interagency collaboration, computerized management information systems, applications of microcomputers in evaluation, and qualitative approaches to program evaluation.

The assumption of Task 6.1 (Evaluation Model Research Program) by the evaluation TA Program Director has also been facilitated by the transfer of evaluation TA to the University of Illinois. The development of the Project Characteristics Questionnaire through 6.1 by evaluation TA staff enabled the establishment of a computerized data base of project information that can be easily accessed by Institute staff for research purposes as well as networking projects with similar needs.

Plan evaluation TA for Year 2. A formal annual report summarizing Year 2 evaluation TA activities was written by evaluation TA staff and submitted to the Director of the Transition Institute. Evaluation TA staff developed an evaluation TA management plan for Year 3 outlining proposed regional workshops, site visits, and topical papers.

Personnel Involvement

Dr. Jane Dowling directed the Evaluation Technical Assistance Program (.75) with the assistance of Dr. Lizanne DeStefano (.25), Dr. Janis Chadsey-Rusch (.12), and Ms. Cindy Hartwell (.75). Dr. DeStefano and Ms. Hartwell were involved in all activities of the program. Dr. Chadsey-Rusch was responsible for editing Interchange (see TASK 3). Additionally, several Institute Principal Investigators worked closely with Dr. Dowling in the delivery of evaluation technical assistance. For example, Drs. Harnisch, Stake, Heal, and Rusch conducted workshop sessions during one or more of the Regional Evaluation Technical Assistance Workshops.

During Year 3, Dr. Dowling will continue her role as Director of the Evaluation Technical Assistance Program; Ms. Hartwell will also continue to work with Dr. Dowling in the planning and delivery of evaluation technical assistance.

Drs. DeStefano and Chadsey-Rusch will continue to be available for consultation, as will all Institute principal investigators. Drs. DeStefano and Chadsey-Rusch will not devote a specific percentage of their time to the Evaluation Technical Assistance Program. Dr. DeStefano, however, will coordinate ongoing evaluation research needs with Dr. Dowling. Dr. Chadsey-Rusch will not edit Interchange. This responsibility will be assumed by a new Editor, and all activities associated with Interchange are described under TASK 3.

Year 2 Products and Developments

Products of Year 2 have been addressed in detail within individual evaluation TA activities. In summary, the major developments in Year 2 have been:

1. Evaluation Analysis Worksheet (Attachment 5.1)
2. Needs Assessment Survey Instrument (Attachment 5.2)
3. Project Characteristics Questionnaire (Attachment 5.9)
4. Project Directors Computerized data base (Attachment 5.10)
5. Project Characteristics computerized data base (Attachment 5.10)
6. Evaluation Technical Assistance: Dissemination Series (Attachment 5.7)
7. TA resource computerized data base file structure (to be completed in Year 3)
8. TA State Resource file (to be completed in Year 3). The hard copy file currently includes information on individual state efforts and products in area of transition.

Overview of Year 3 Activities

In Year 3, evaluation TA activities will continue to focus on the delivery of evaluation technical assistance to projects via phone and mail TA, individual meetings, on-site visitations, regional workshops, and the dissemination of topical papers via the Dissemination Series.

Supportive activities will include the continued development and maintenance of computerized data base files, project directors file, project characteristics file, evaluation TA resource file, and state transition file. The review and analysis of project evaluation plans will continue through utilization of the EAW. Newly funded projects will be contacted upon notification of funding by OSERS to familiarize projects with the Transition Institute generally and the evaluation TA program specifically.

In October 1987 a needs assessment survey will be administered to all currently funded projects. The survey will be conducted before the Project Directors' Third Annual Meeting in December 1987. The results will be analyzed and will provide direction for evaluation TA staff regarding workshop topics, projected site visits, and topical papers. Three regional workshops will be conducted during Year 3. It is anticipated that the 1st Regional Workshop will be scheduled to precede the annual TASH Conference in Chicago, Illinois, on October 28. The 2nd Regional Workshop will be conducted in conjunction with the Project Directors' Third Annual Meeting, December 9. The 3rd Regional Workshop will be scheduled in the spring for the Western region. Final agendas for workshops will be based on expressed needs of projects; however, preliminary suggestions for topics included case study methodology, final evaluation reporting, applying evaluation standards to program evaluation, and evaluation and management issues specific to newly funded projects. Tentative site visits have been scheduled in the Midwest

(September), Southeast (October), New York area (spring), and Western region (spring). Final site visit agendas will be set based on project requests and needs assessment survey data.

Electronic TA (SpecialNet) and general purpose evaluation TA via Interchange, the Institute's quarterly newsletter, will be increased during Year 3. TA staff acknowledge that these modes of TA have been underutilized. Projects will also be encouraged to access these avenues for purposes of information exchange. A minimum of four topical papers will be developed for the Dissemination Series document. Tentative topics include case study methodology and utilization of program evaluation and review technique in project management.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 5: Evaluation Technical Assistance

Task Manager: Dr. Jane Dowling

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
5.1	Review and analyze project evaluation plans in funded applications	Evaluation Analysis Worksheet	8-21-87	ongoing	JD, CH
5.2	Develop topical papers for Evaluation Technical Assistance Dissemination Series	Four topical papers	8-21-87	10-21-87 1-21-88 3-21-88 5-21-88	JD, CH, IRF
5.3	Survey project directors for TA needs	Needs assessment instrument. Telephone log & notes from post-meeting calls	8-21-87	ongoing	JD, CH
	-administer needs assessment instrument via mail		9-23-87	10-21-87	CH
	-make follow-up calls to directors/administrators		10-21-87	ongoing	JD, CH
5.4	Develop TA plan and schedule	Written plan and proposed schedule based on needs assessment	10-23-87	ongoing	JD, CH
5.5	Plan and conduct three regional workshops		8-21-87	10-28-87 12-9-87 4-88	JD, CH
	-decide on topics and sites	Agenda	8-21-87	10-10-87	JD
	-make hotel, room, food, A-V arrangements	Letters finalizing arrangements	8-21-87	9-87 11-87 3-88	JD
	-develop letters of invitation other public information documents/strategies	Letters	8-21-87	9-87 11-87 3-88	CH
	-contact model projects in geographical area	Project directory	8-21-87	9-87 11-87 3-88	CH
	-finalize agenda	Agenda	8-21-87	10-87 12-87 4-88	JD
	-prepare internal evaluation forms	Workshop evaluation form	8-21-87	10-1-87	CH
	-prepare packet of materials	Packets of materials	8-21-87	10-87 12-87 4-88	CH

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
	-conduct workshops		8-21-87	10-28-87 12-9-87 4-88	JD, CH
	-prepare evaluation report and summary of workshop(s)	Evaluation summary	8-21-87	11-87 1-88 5-88	JD, CH
5.6	Conduct telephone, electronic and mail TA		8-21-87	7-31-88	JD, CH
	-make telephone calls to projects in accordance with TA plan	Project contact sheet	8-21-87	ongoing	JD, CH
	-use electronic mail and bulletin board on SpecialNet in accordance with TA plan	Messages/response to questions on SpecialNet; log for recording	8-21-87	ongoing	JD, CH
	-use correspondence TA in accordance with TA plan	Letters, packets of materials, follow-up letters	8-21-87	ongoing	JD, CH
	-develop resource data base file in accordance with TA plan	Computerized TA data base file	8-21-87	ongoing	JD, CH
5.7	Conduct on-site TA and follow-up		9-87	ongoing	JD, CH, IRF
	-select 8 regional sites for on-site TA according to specified selection criteria	List of sites selected with names and address	9-87	ongoing	JD, CH
	-contact sites re: site visit	Letters/calls to selected sites	9-87	ongoing	JD
	-plan site visits	Agendas	9-87	ongoing	JD, CH
	-make hotel/travel arrangements	Tickets, reservations, etc.	9-87	ongoing	CH
	-follow-up special requests inquiries	Packets of materials, letters/messages	9-87	ongoing	JD, CH, IRF
5.8	Summarize and evaluate TA		8-21-87	ongoing	JD, CH
	-internal TA staff summarize TA provided	TA Monthly Reports	9-21-87	monthly	JD
	-project staff evaluate TA	Survey evaluating TA provided during year	8-21-87	5-30-88	JD
		Evaluation results and report	8-21-87	5-30-88	JD
5.9	Plan TA for Year 4	TA Plan	5-1-88	6-30-88	JD, CH

Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
-review activities; Year 3	Internal annual report	5-1-88	5-15-88	JD
-analyze existing project needs	Internal report	5-1-88	5-15-88	JD
-develop TA plan for Year 4	Written TA plan	6-2-88	6-15-88	JD, CH

JD - Dr. Jane Dowling
CH - Cynthia Hartwell
IRF - Institute Research Faculty

TASK 6: Evaluation Research

(Dr. Lizanne DeStefano)

This section of the Annual Report overviews evaluation research activities completed during Year 2 of the contract (see Summary of Year 2 Activities), major findings related to Year 2 activities, products available as results of the planned activities, and graduate students who were involved. Each of the five evaluation research programs will continue through Year 3. Consequently, an Overview of Year 3 Activities and a Management Plan for Year 3 are included. The following research programs are overviewed.

- Model Program Evaluation Data Base - Dr. Jane Dowling
- Meta-analysis of Transition Education - Dr. Laird Heal
- Assessment of Student Characteristics/Competencies - Drs. Robert Linn and Lizanne DeStefano
- Secondary Education and Transitional Service Outcomes - Dr. Delwyn Harnisch
- Research on Evaluation Approaches - Dr. Robert Stake

TASK 6.1: Model Program Data Base

(Dr. Jane Dowling)

Summary of Year 2 Activities

The primary goal of this task for Year 2 was the expansion of the project information data base. The information base continues to serve as the central core of information for use by Institute principal investigators and Institute staff for multiple purposes. The information base is maintained on a dBASE III Plus file and updated by evaluation TA staff.

The 1985-86 Compendium of Project Profiles was disseminated to project directors during the Project Directors' Second Annual Meeting in Washington, D.C., October 9-10, 1986. The 1985-86 edition of the Compendium provided information about model programs, target audiences, goals, activities, evaluation designs, products, and cooperating agencies and organizations. The Compendium was organized according to major funding competitions, with a description of the funding competition and a composite profile summarizing various aspects of the projects funded within each competition. The formal presentation of the research program included an overview of the projects within each competition according to recipients and sponsoring agencies, geographic distribution of projects, type of handicapping conditions being served, and project evaluation plans, including type of data collected and data collection strategies.

After the Annual Meeting, input was informally solicited from project directors regarding future editions of the Compendium. Based on the following recommendations, a new Project Characteristics Questionnaire was developed in November (see Attachment 6.1.1).

1. Provide menus for project staff in order to standardize terminology for geographic area, agency type, evaluation approach, evaluation reporting, project products, and project objectives.
2. Provide chart for description of target population.
3. Categorize and provide menu for project staff on type of data/information being collected.
4. Provide chart for description of instruments used in project evaluation.
5. Add section regarding personnel involved in evaluation activities.

The questionnaire format was designed to allow emerging patterns and findings among projects to be documented and incorporated into a data base.

The Project Characteristics Questionnaire was mailed to 121 projects on January 26, 1987. Those project directors who had not returned the questionnaire by March 1 were sent a follow-up reminder on March 3, 1987. Telephone reminders were given to nonrespondents two weeks after the follow-up reminder. At this point, Evaluation TA staff completed the Project Characteristics Questionnaire for those projects on which the questionnaires were not returned, based on information from the original grant applications. These completed questionnaires were sent to project directors requesting verification of information on April 26, 1987. All profiles have been completed on the projects and are undergoing final editing and production.

A summary analysis of projects in each competition (i.e., the competition profile) includes a synthesis of the projects for each competition based on data obtained from the Project Characteristics Questionnaire. A total of eight competition profiles have been developed. Graphic representations are used to display geographic areas served, handicapping conditions served, primary grantees, and major evaluation approaches. The preface to each competition profile includes summary information from the original grant application package for the competition, that is, purpose, authority, eligible recipients, number of grants awarded, funding level, and duration. Competition profiles are presented for the following grant competitions.

84.086M	Innovative Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (Including Deaf-Blind) Youth (1986)
84.158C	Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services (1984 & 1986)
84.023D	Handicapped Children's Model Program: Youth Employment Projects (1984)
84.023G	Handicapped Children's Model Program: Postsecondary Projects (1984)
84.0/8C	Postsecondary Education Programs for Handicapped Persons: Demonstration Projects (1985 & 1986)
84.128A	Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals (1986)
84.158A	Secondary Education and Transitional Services for Handicapped Youth: Service Demonstration Models (1984)
84.078B	Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled (1984)

The information compiled from the project characteristics questionnaire has been entered into a computerized data base program, dBASE III Plus. This program was selected because it allows the manipulation of information to obtain reports based on any combination of data. To establish database files, the project characteristics questionnaire was divided into four major areas: evaluation, target population, demographics/objectives, and instrumentation. A database structure was created for each file and data from 121 questionnaires entered. During Year 3, the dBASE III files will be converted to SAS data sets for more intricate analysis and graphical representations of results.

Major Findings

1. Geographic distribution. During the 1985-1986 fiscal year, 139 model programs were in operation. Of these, 21 model programs were

completed in Year 2, and 35 model programs were newly funded. The geographic distribution of the model programs shifted from projects located in 41 states (including Commonwealth of Northern Mariana Islands) at the beginning of the year to 32 states and Washington, D.C. at the end of this time period. The largest percentage of the 120 model programs reporting (24%) indicated services were being provided in a metropolitan area (100,000+) with public transportation (Table 6.1.1). Twenty-three percent (23%) of the projects are providing statewide services.

2. Target population. Approximately 15,585 youth and adults with handicaps are being directly served by model programs over the course of their funding periods. It is estimated that approximately 79,679 youth and adults are being indirectly impacted by model program activities. The age range of model program participants is 12-74. Model programs reported serving clients with a variety of handicapping conditions (Table 6.1.2). The largest percentage of youth and adults being served were reported as having a learning disability (47%). Youth and adults with mental retardation (25%) made up the next largest group of individuals being served.

In addition to having a handicapping condition, 2% of youth and adults being served by projects were also reported as economically disadvantaged, and 3% are minority youth.

3. Agency types. Of the 120 model programs reporting, 38% indicated that a university or four-year college was the primary grantee. Of the primary grantees, 13% to 28% were local education agencies, state agencies, or private non-profit agencies. The majority of model programs indicated that they are collaborating with outside agencies and organizations.

4. Model program evaluation plan. Project directors were asked to indicate the types of data being collected on students/clients, employers,

Table 6.1.1. Percentage+ of Projects Serving Specific Political Units

	COMPETITION #								
Type of Political Unit	84.086M N=11	84.158C N=26	84.023D N=12	84.023G N=15	84.078C N=23	84.128A N=5	84.158A N=16	84.078B N=12	ALL N=120
Metropolitan Area (100,000+) with public transportation	27	23	25	13	30	0	25	33	24
Metropolitan Area (100,000+) with no public transportation	0	0	0	7	0	0	6	0	2
Suburb of a metropolitan area	0	4*	0	13	0	0	6	8	4*
Small town (5,000-100,000) with public transportation	0	4*	0	0	0	0	0	0	1*
Small town (5,000-100,000) with no public transportation	0	4	0	13	0	0	0	0	3
Rural area	0	8	8	13	0	0	0	0	4
Part of a county	18	0	8	13	4	0	6	0	6
County	9	19	17	13	4	40	0	0	11
Region within a state (including more than one county)	9	15*	0	7	35	0	19	8	16*
State	36	31	42	7	9	20	13	42	23
Region of nation (more than one state)	0	0	0	0	9	0	6	8	3
Nationwide	0	8	0	0	9	0	19	0	6
Other	0	0	0	0	0	40	0	0	2

(N = number of projects reporting)
(* = multiple units being served)

Table 6.1.2. Percentage+ of Youth/Adults Served in Individual Competitions by Specific Handicapping Condition

	COMPETITION #								
Handicapping Condition	84.086M N=481	84.158C N=2610	84.023D N=1418	84.023G N=951	84.078C N=2097	84.128A N=541	84.158A N=1927	84.078B N=3882	ALL N=13,907
Autism	5	<1	<1	2	0	0	<1	0	<1
Behavioral disorders	0	4	7	0	<1	<1	9	<1	3
Brain damage	0	<1	<1	0	<1	0	<1	0	<1
Cerebral Palsy	4	2	3	<1	2	<1	2	<1	1
Chronic mental illness	22	1	<1	<9	0	<1	<1	0	1
Communication disorder	<1	1	4	<1	1	0	<1	2	1
Deaf-blind	2	0	0	0	0	0	0	0	<1
Developmental disability	0	6	0	<1	1	0	12	2	3
Emotional disorder	<1	7	7	2	1	0	3	<1	3
Epilepsy	<1	1	<1	0	1	0	<1	<1	<1
Health impairment	0	1	0	0	<1	0	1	0	<1
Hearing impairment	5	3	2	13	1	<1	<1	<1	2
Learning disability	0	34	23	26	78	13	19	79	47
Mental retardation	42	28	47	44	4	19	39	15	25
Multiple handicap	15	1	1	0	0	0	2	0	1
Physical handicap	<1	5	5	2	3	14	4	<1	3
Speech impairment	0	2	<1	0	<1	0	3	<1	1
Spinal cord injury	0	1	<1	0	2	0	1	0	<1
Traumatic head injury	0	1	<1	0	<1	0	<1	0	<1
Visual impairment	2	4	<1	0	2	6	1	<1	1
Other	0	<1	0	0	<1	46	2	0	2

(N = number of handicapped youth receiving direct services)
(+ Percentages were calculated by rounding and may not add up to 100%)

postsecondary education, and program (Table 6.1.3). Overall, 63% of the model programs reported collecting evaluation information on students/ clients served, 37% are collecting evaluation information on employers, 34% are collecting evaluation information on postsecondary education outcome, and 57% are collecting information on the effectiveness of program components.

5. Evaluation approaches. When asked to indicate the type of evaluation approaches used, the majority of project directors (70%) selected System Analysis; 46% of the model programs reported using third-party evaluators, staff evaluators, or evaluation consultants (Table 6.1.4).

6. Products. Project directors reported a variety of products developed or anticipated by their projects. Major products being developed include brochures (71%) and journal articles (59%). Other products being developed include newsletters, parent handbooks, student handbooks, training manuals, instruments, audiovisual presentations, curricula, and replication manuals.

7. Model program objectives. Objectives varied across competitions; however, the 92 model programs reporting identified nine major areas of concern: Assessment & Referral (44%), Placement (33%), Training/Education (38%), Counseling (28%), Program Development (29%), Dissemination/Replication (39%), Agency Coordination (34%), Manpower Training (39%), and Research (22%).

Year 2 Products

The 1986-1987 Compendium of Project Profiles is the major product associated with this task. The Compendium contains a profile for all model programs including information such as model program goals and activities, population served, evaluation plans, and anticipated products.

Table 6.1.3. Percentage of Projects in Individual Competitions Collecting Specific Data/Information

	COMPETITION #								
Type of Data/Information	84.086M N=11	84.158C N=22	84.023D N=12	84.023G N=15	84.078C N=23	84.128A N=5	84.158A N=16	84.078B N=12	ALL N=116
Information on Students/Clients Served									
Number referred to project services	67	86	58	67	74	100	63	67	72
Intake/referral information	36	68	17	67	52	40	56	75	54
Number receiving direct services	64	91	83	80	91	100	75	83	81
Student demographics	73	95	92	87	87	80	88	75	86
Student educational background	45	67	42	67	74	20	44	75	59
Student work experience background	45	68	50	80	4	60	56	58	50
Assessment results for student	73	73	67	67	74	60	81	75	72
Student progress in training program	91	59	75	80	43	40	88	17	62
Student progress in educational program	73	50	33	40	78	20	81	67	59
Student integration into environment	64	55	25	53	30	0	56	33	43
Student follow-up status	73	82	83	80	74	80	69	33	72
Student employment status	67	82	58	93	39	60	88	17	64
Student outcome status	36	59	33	60	48	20	50	33	47
Other student information	27	14	17	27	17	0	6	25	17
Information on Employers									
Employer characteristics/demographics	64	50	42	67	13	60	63	83	51
Employer collaboration level	45	27	17	53	0	20	38	50	29
Level of direct service provided to employer	64	41	33	53	4	60	56	75	43
Employer satisfaction with student	64	55	50	73	17	60	50	67	51
Employer outcome status	55	36	0	53	4	40	31	42	30
Other employer data/information	0	14	17	0	0	0	13	17	8
Information on Postsecondary Education									
Postsecondary education/training demographics	18	59	17	47	43	40	19	42	38
Postsecondary education/training collaboration level	9	45	8	20	35	20	13	33	26
Level of direct service provided by project	9	50	17	27	48	40	31	42	35
Postsecondary education/training satisfaction with student participation, etc.	18	32	8	13	52	40	13	42	28
Postsecondary education/training outcomes	18	27	8	27	57	0	6	58	29
Other postsecondary information	0	9	8	0	9	0	0	25	7
Information on Program									
Program characteristics/demographics	82	100	58	67	78	60	75	83	76
Program implementation level	36	68	50	53	43	20	50	33	47
Program replication	45	55	75	40	22	40	63	42	45

(N = number of projects reporting)

Table 6.1.4. Percentage of Projects in Individual Competitions Using Specific Evaluation Approaches

	COMPETITION #								
Evaluation Approach	84.086M N=11	84.158C N=26	84.023D N=12	84.023G N=15	84.078C N=23	84.128A N=5	84.158A N=15	84.078B N=12	ALL N=119
System Analysis	82	65	50	73	65	40	87	83	70
Goal Based	55	46	67	60	52	40	53	42	52
Goal Free	27	12	0	7	13	20	7	8	11
Decision Making	27	23	8	33	35	40	7	50	27
Connoisseurship	0	0	0	7	0	0	7	8	3
Professional Review	27	27	8	47	22	20	20	42	27
Quasi Legal	0	0	0	0	0	0	0	0	0
Case Study	27	19	25	33	35	40	27	42	30

(N = number of projects reporting)

In addition to the individual profiles, summaries of each of the funding competitions and the transition initiatives as a whole are included. The *Compendium* will be distributed to project directors and others in summer 1987.

Graduate Student Involvement

No graduate student was assigned to this task.

Overview of Year 3 Activities

During the third year of the Institute, three major activities will be required to maintain the information data base. Newly funded model programs will be contacted within six months of notification of funding in order to begin the development of new project profiles. The currently funded and recently completed projects will be contacted for updated information.

Third, the database files will be converted to SAS data sets during Year 3, and a number of analyses will be conducted. Vertical and horizontal bar charts will be constructed on various project variables. Project directors and OSERS staff will be made aware of the database and encouraged to access the files via the evaluation TA program staff.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 6.1: Model Program Evaluation Base

Task Manager: Dr. Jane Dowling

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.1.1	Review analysis of evaluation plans in new project applications	Review sheets	9-1-87	12-15-87	JD, CH
6.1.2	Convert database files to SAS data sets	SAS file	8-21-87	10-1-87	CH
6.1.3	Review and refine strategy for program data collection	Revised data collection strategy and project characteristics questionnaire	9-1-87	10-1-87	JD, CH
6.1.4	Collect prescribed data and information on all newly funded projects	Completed questionnaire	10-15-87	5-1-88	JD, CH
6.1.5	Update data and information on all current and completed projects	Updated questionnaire	1-15-88	5-1-88	JD, CH
6.1.6	Conduct follow-up calls/ inquiries as needed	Phone log	3-1-88	6-1-88	JD, CH
6.1.7	Develop individual program profile reports	Profile reports	5-1-88	6-30-88	JD, CH
6.1.8	Develop project group profile reports	Profile reports	5-1-88	6-30-88	JD, CH
6.1.9	Develop a compendium of program profiles	Compendium	6-1-88	7-30-88	JD, CH
6.1.10	Develop graphical profiles of key summary data	Graphic data	6-1-88	7-30-88	JD, CH

JD - Dr. Jane Dowling
CH - Cynthia Hartwell

TASK 6.2: Meta-analysis of Transition Education

(Dr. Laird W. Heal)

Summary of Year 2 Activities

A meta-analysis is an aggregation of information from a number of primary sources. As applied at the Transition Institute, it is the collection of information from a number of postsecondary-school projects that have the common purpose of providing transition services from secondary school either to advanced education or to the world of employment.

The first thrust of the second year of activities for the Meta-analysis research program involved the polishing of Year 1 products, which were published in the Meta-analysis Report and distributed to model project directors at the Project Director's Second Annual Meeting, October 9-10, 1986, in Washington, D.C. The five major items included in that report are:

1. A review of the literature relevant to the aggregation of information on transition education.
2. A description of the characteristics of the projects and a preliminary assessment of the data bases that could be used to compare them.
3. An analysis of renewal proposals in order to establish the extent to which model program's initial objectives correspond to their lists of accomplishments.
4. A description of the methodology for and completion of a preliminary report in which case studies of successfully and unsuccessfully placed students are compared to determine the ingredients in placement success.
5. The completion of an exploratory analysis of model programs.

The second major thrust for the first half of the second year was to determine what model programs would be most viable to include in the meta-analysis by model groupings. To develop these groupings, discussions were held with project directors, with OSERS project officers, and with members of the Transition Institute. As a result of these discussions, four groupings were developed: surveys of model programs' activities regarding (a) learning disabilities, (b) replication, (c) interagency agreements, and (d) dissemination. On February 5, a questionnaire was sent to all project directors asking them to express their interest in completing questionnaires on these topics (see Attachment 6.2.1). The response was generally favorable, with about one-third of the project directors agreeing to participate in each of the surveys. In addition, work has continued on the study of paired successful and unsuccessful cases of students who have been placed from model programs into competitive employment. These research activities are discussed in detail immediately below.

Meta-analysis of successful and unsuccessful cases. Project directors were asked to nominate successful and unsuccessful student placements into competitive employment from high school training programs. Each project director has been asked to nominate a typical successful case and a typical unsuccessful case. The reasons for success or failure are noted in a case study that is completed according to a structured format (see Attachment 6.2.2). This format yields both objective and subjective information about these cases. This information is then analyzed to identify individual characteristics, training programs, and placement situations that maximize placement quality and minimize placement failure.

The second year of this research program has focused on sharpening the survey instruments and instructions to individual programs and recruiting additional pairs of cases. A preliminary report of this work, including tentative findings, based on the first 10 cases, appeared in the first

Annual Report. A complete report of the results to date, based on 36 cases, appears as Attachment 6.2.3 to this meta-analysis report.

Survey on learning disabilities: populations, assessments, interventions, and outcomes. A preliminary questionnaire was developed for this survey and was received by several project directors who serve persons with learning disabilities at a workshop on April 20, at the Regional Evaluation Technical Assistance meeting in Chicago. These project directors recommended several major changes, and so the pursuit of this activity has been postponed until Year 3 of the meta-analysis activities.

Survey on model program replication. Many of the model programs committed themselves to disseminating their products and other technology through direct replication at another site. Accordingly, replication is an important activity for information aggregation by the meta-analysis research program. In fact, 65 of the 125 model programs contacted indicated that they would like to exchange information on this topic. All were sent questionnaires (see Attachment 6.2.4), of which 12 had been returned completed and 21 had been returned with a response of "no replication activity" as of May 12, 1987.

Survey on inter-agency agreement. Transition of students from secondary agencies is often made more smoothly by arrangements that have been formalized through written inter-agency agreements. Of the 125 model programs contacted, 57 indicated an interest in exchanging information on this topic. Of these, 11 have returned completed Inter-Agency Agreement Questionnaires (see Attachment 6.2.5), and 19 have indicated that they have no inter-agency agreements.

Dissemination procedures and accomplishments. Because all of the model programs were committed to disseminating their products and other technologies in some form, this area was deemed mandatory for study. Of the 125 model programs contacted, 74 indicated that they would like to share information on this topic. Because the Project Characteristics Questionnaire, distributed under Task 6.1 by Dr. Jane Dowling, included several questions about dissemination procedures, the meta-analysis activity in this area was limited to the analysis of responses to her questions.

Major Findings: Year 1 Meta Analysis Report

1. A meta-analysis of transition education research has been conspicuously missing from the many reports that exist in the special education literature. This absence was attributed to a shortage of experimental or quasi-experimental research designs that compared matched groups of placed and non-placed students.

2. The heterogeneity of transition model programs found in the review of projects' proposals made it clear that many different meta-analysis activities would be required to describe their functioning. (Objectives 6.2.2 through 6.2.6 of the Year 3 Management Plan identify the activities that have been initiated to date.)

3. It was hoped that model research programs could provide a data base for a conventional meta-analysis comparing experimental and control groups on one or more measures of placement success. However, only 4 of the 16 transition research projects featured a control group, and even these four featured intact rather than randomly constituted control groups. Thus, pursuit of this objective was forestalled by the insufficient number of studies.

4. The analysis of continuation proposals indicated that a reasonable correspondence between objectives and accomplishments existed, but this correspondence was very difficult to determine because there was not a

standard format for specifying objectives in the original proposal or for reporting accomplishments in continuation proposals.

Major Findings: Year 2 Annual Report

1. The most striking finding resulting from the case study analysis was the similarity between the successful and unsuccessful placements. They were very well matched with regard to their demographic characteristics and their program characteristics. They were placed on very similar jobs. The description of their good and bad qualities on the job was very similar. Perhaps the greatest difference between them was the reason offered for success or failure by the model program. Respondents were much more willing to give reasons for success on the job than they were reasons for failure. Furthermore, employers, coworkers, and placement teamwork were often cited as reasons for success, whereas they were never cited as reasons for failure.

2. The inter-agency agreements show great variety. Some refer to state level agreements, some to local. Some involve two agencies, some as many as five. Some have fewer than one full-time- equivalent employee, some have several. All indicate that planning activities are important in making these agreements. All focus on the actual delivery of transition education services, and many agree that the collection of information about current services, service overlap, and service gaps is a most important activity. Even though some were state-level agreements, all indicated strongly that implementation of the agreements depended upon local initiatives.

3. Generally, the model programs have engaged in a broad array of dissemination activities, including newsletters and news releases; brochures, handbooks, and training manuals; media presentations; and model curricula. A preliminary report on Dissemination Procedures and Accomplishments appears as Attachment 6.2.6.

4. Generally, replication activity by model programs is impressive, with a broad array of curriculum, placement, assessment, and technical assistance components being replicated. Replication sites are found with considerable creativity, and replication procedures include extensive documentation, training through workshops, site visits both by and to the parent sites, and even, in one case, follow-up site visits with two or more raters to document the fidelity of the replication. Many replications were self-funded, and funding was seen to be the major obstacle to replicating a model program at another site. A preliminary report based on this questionnaire appears as Attachment 6.2.7.

Year 2 Products

Four major research reports will result in Year 2 from Task 6.2: a) The Analysis Case Studies of Successful and Unsuccessful Placements, b) Project Dissemination, c) Project Replication, and d) Interagency Agreements. These reports are attached to this report in draft form and will be disseminated in final form in fall, 1987.

Graduate Student Involvement

Janell I. Haney continues to be the major graduate student assistant on the meta-analysis objectives (.5 FTE). Ms. Haney is in her final year of graduate school and intends to complete her dissertation in January, 1988. Her work is always excellent, and the Institute is fortunate to have her services. During the past year, Ms. Haney has co-authored a book entitled Integration of Developmentally Disabled Individuals into the Community, has had her dissertation topic approved, and has presented a preliminary report of her dissertation at a national conference (The Gatlinburg Conference on Mental Retardation Research). She will continue her involvement during the 1987-88 academic year.

Overview of Year 3 Activities

During Year 3, a major effort will be made to extend the activities that were undertaken in Year 2. In particular, a major journal publication based on the methodology and results of the case studies of successful and unsuccessful placements is scheduled for December 1987, and the survey of projects working with students with learning disabilities will be undertaken and completed in Year 3.

The reports on the surveys of replication procedures, interagency agreements, and dissemination procedures will be completed and presented at the Third Annual Meeting in December 1987. Finally, we will continue to develop meta-analyses through model program groupings resulting in a third meta-analysis report by June 1988.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 6.2: Meta-Analysis of Transition Education

Task Manager: Dr. Laird W. Heal

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.2.1	Case study meta-analysis of successful and unsuccessful placements.		2-15-86	ongoing	LH, JH
	-Report for Annual Report	Report		6-15-87	LH, JH, FR
	-Report for Annual Meeting	Report		9-9-87	LH, JH, FR
	-Publication submitted	Journal article		12-31-87	LH, JH, FR
6.2.2	Survey of learning disabilities populations, assessments, interventions, and outcomes		2-15-86	6-6-88	LH, JH, JD LD
	-Survey instrument	Instrument	3-1-87	9-1-87	
	-Preliminary report	Report		12-9-87	
	-Final report	Report		6-6-88	
6.2.3	Survey of replication procedures				LH, JH
	-Survey instrument	Instrument	3-1-87	4-1-87	LH, JH, JD, LD
	-Preliminary report	Report		6-15-87	LH, JH, LD
	-Final report	Report		9-9-87	LH, JH, LD
6.2.4	Survey of inter-agency agreements				LH, JH
	-Survey instrument	Instrument	3-1-87	4-1-87	LH, JH, JD, LD
	-Preliminary report	Report		6-15-87	LH, JH, LD
	-Final report	Report		9-9-87	LH, JH, LD
	-Publication submitted	Journal article		1-31-88	LH, JH, LD
6.2.5	Analysis of dissemination procedures (from Project Characteristics Questionnaires; see Task 6.1)				LH, JH, JD, LD
	-Preliminary report	Report		6-15-87	LH, JH, JD, LD, CH
	-Final report	Report		9-9-87	LH, JH, JD, LD, CH
6.2.6	Perform meta-analysis by project groups: Year 3 of Objective 6.4 from the original proposal	Meta-analysis report, journal articles	4-15-86	6-6-88	LH, JH, LD, FR

LH - Dr. Laird Heal
JH - Janell Haney
FR - Dr. Frank Rusch
JD - Dr. Jane Dowling
LD - Dr. Lizanne DeStefanoCH - Cindy Hartwell

TASK 6.3: Assessment of Student Characteristics/Competencies

(Drs. Robert Linn and Lizanne DeStefano)

Summary of Year 2 Activity

A major focus of Year 2 activities was updating the publication entitled, Review of Student Assessment Instruments and Practices. In January 1987, newly funded model programs were asked to complete the Model Projects Survey (see Attachment 6.3.1). At the same time, continuing programs were asked to report any variations in assessment practice from their past survey. Reviews were conducted of any new tests used by the projects. Summaries of the survey results and all test reviews are included in Review of Student Assessment Instruments and Practices, Revised ed.

An additional research activity for the second year of funding was to be directed at exploring potential areas of instrument refinement associated with transition and assisting project personnel in the analysis and refinement of locally developed instrumentation through the technical assistance services of the Institute. It was not the purpose to undertake major item development and standardization activities, which would be much too costly and time consuming for the scope of this task. It was our intent first to identify several instruments that have potential high quality for transition planning along with a group of model programs whose staff members are interested in participating in the analysis and refinement of these candidate instruments and then to provide information and technical assistance to aid their refinement efforts.

At the Second Annual Meeting in October 1986, all participating model programs were informed of the technical assistance and instrument development activities planned by these objective managers. This presentation was followed in November by a postcard questionnaire designed to solicit information from those model programs interested in receiving assistance in instrument development. The great majority of the model programs indicated that they were not involved in nor did not need assistance with instrument development. Eleven model programs expressed an interest in working with Task 6.3 staff. Of these, nine were involved in the development of nonstandardized surveys, questionnaires, or management information systems. All of these were in draft form. Task 6.3 staff reviewed these documents and gave mail, phone, and site visit assistance. The other two model programs were actually involved in standardizing or establishing the psychometric properties of two work-related adaptive behavior instruments. Communication has been ongoing with these projects and will probably continue for the next 12-24 months.

In addition to these normal requests for technical assistance, Task 6.3 staff responded to 31 phone or mail inquiries on assessment from the projects. These inquiries included:

1. 17 requests for recommendations to design an ideal test battery for supported employment programs;
2. 1 request for recommendations for an assessment procedure to identify high ability students with learning disabilities;
3. 7 requests from LEAs to identify vocational assessment instruments to meet Carl Perkins Act mandates;
4. 4 requests to help design a longitudinal tracking system (including assessment data) as a measure of student progress; and
5. 2 requests for suggestions on how to integrate assessment information into a final evaluation report.

Influenced by limited participation in instrument development technical assistance and the large number of requests for recommendations on appropriate standardized instruments for use in supported employment projects, we decided to produce a paper that presents a number of traditional assessment techniques, discusses their use with individuals with handicaps, and offers guidelines for the selection and use of standardized tests in supported employment settings. This paper, The Use of Standardized Assessment in Supported Employment is included as Attachment 6.3.2.

Major Findings

The findings of the survey of the use of standardized assessment instruments by new projects closely paralleled those of the previous year.

1. Nine student competencies were routinely assessed. These competencies included: (a) general ability/intelligence, (b) special abilities, (c) vocational skills, (d) academic skills, (e) language skills, (f) adaptive behavior, (g) motor skills/dexterity, (h) career interest/awareness, and (i) lifestyle/consumer satisfaction.

2. Assessment data were used by model programs for four major purposes: (a) student diagnosis/identification, (b) program placement and planning, (c) monitoring student progress, and (d) evaluating program outcomes/effectiveness.

3. Traditional intelligence tests such as the WAIS-R and WISC-R were those most frequently cited for use. These tests were used most often for diagnosis and identification.

4. Measures of adaptive behavior, such as the Vineland Adaptive Behavior Scales and Scales of Independent Behavior, were given the highest utility ratings by projects. These tests were used most often for program planning.

5. Although model programs cited several major weaknesses in commercially available assessment instruments, little instrument development was being conducted at the local level.

The investigation of the uses of standardized tests in supported employment produced the following guidelines for instrument selection:

1. No diagnostic, planning, placement, or evaluation decision should be made on the basis of standardized test information alone. However, when substantiated with data obtained by interview and observation, standardized tests play a useful role in supported employment.

2. The content of the test should be clearly related to the purpose of the test. For example, if a test of adaptive behavior is needed to obtain information upon which to develop vocational training plans, it should be determined that a substantial number of items on the test are related to vocational skills of the kind that could be addressed by training. It is not enough to accept the test label or publisher's descriptions as accurate accounts of test content. Personal inspection is the surest way to determine if test content meets assessment needs.

3. Although the characteristics of the standardization sample are important to consider in all test selection, nowhere is this information more important than in the use of tests with special populations. First, the extent to which members of the special population were included in the standardization sample should be determined, and information should be available regarding their performance in terms of norms and standard error of measurement. If no members of the special population were included in the standardization sample, it may be difficult to interpret assessment findings accurately.

4. Information about the reliability and validity of the test should be stated clearly in the examiner's manual or in published research. Interrater, test-retest, alternate forms, and internal consistency reliability data should be provided for the entire norming group as well as for any special populations. Information about validity should include information from studies that include correlational analyses with other standardized measures, factor analytic studies, discriminative analyses, or studies of the ability of the test to predict status on some outcome variable. Again, validity information for the special population that is relevant to the assessment purposes is highly desirable. Documentation of the validity of a test is important because it provides evidence that a test actually measures what it purports to measure or that it is useful for its intended purpose.

5. The time necessary to administer the test should be considered in terms of the importance of the information gained. Because the primary goal of any supported employment program is to obtain and maintain employment, any assessment program that interferes with that process and does not contribute information sufficient to warrant that disruption is inappropriate. For example, if workers who are placed must miss work to complete follow-up assessment for evaluation purposes, something is in error. The fact that a worker is working provides greater evidence regarding the success of the program than gain scores on a standardized measure.

6. Any assessment done in the employment environment should not disrupt that environment. The information gained should be obtained through routine disruptions (e.g., during breaks, before work, after work) or during scheduled brief periods.

7. Each standardized instrument has specific requirements for the training of individuals who will be administering it. Personnel with the

appropriate qualifications should be available for sufficient time periods to administer, interpret, and report test findings.

Year 2 Products

Two products will be disseminated as a result of Year 2 activities. The first, Review of Student Assessment Instruments and Practices, Revised ed. was completed on May 15, 1987. The second, The Use of Standardized Assessment in Supported Employment was completed on June 1, 1987. Both products will be distributed by mail to project directors during the fall. Other interested parties may obtain copies at a nominal cost by submitting a written request to the Institute.

Graduate Student Involvement

Martha Markward, a doctoral student in the Interdisciplinary Program, was assigned to work on this task in September 1986 (.5 FTE). Ms. Markward assisted in proposal reviews, organized all survey mailings, and was essential to the development of the final products. Ms. Markward left the Institute in May to take another position. A .50 GRA will be assigned in Year 3.

Overview of Year 3 Activities

During Year 3, the Institute will continue to survey the assessment practices of new and continuing model programs. This survey has been incorporated into the Project Characteristics Questionnaire sent yearly to each model program. New instruments will be reviewed. These reviews will be shared with model programs through articles in Interchange and the Technical Assistance Program Dissemination Series. Phone and mail technical assistance on assessment by Task 6.3 staff will continue to be available to model programs. A paper based on survey data will summarize current assessment practices of the postsecondary model programs serving students with learning disabilities and will offer suggestions for improving current practice; it will be released in August 1987.

A major focus of Year 3 activity will center upon an issue of growing concern, the impact of changes in testing policy and enhanced graduation requirements upon special populations in terms of level of performance, curricular options, graduation status, and exclusion from testing. This study will be conducted as one aspect of a year-long collective study of testing policy organized by the Center for Instructional Research and Curriculum Evaluation (CIRCE) at the University of Illinois (see Attachment 6.3.3). The aim of the studies will be to examine the contemporary use of both student and practitioner testing as a means of upgrading education practice, with particular attention to intended effects, side effects, and situational relationships. It is considered advantageous to imbed this study into the larger study group on test policy for two reasons: (a) to raise the consciousness of test policymakers and implementors concerning the effects of changes in assessment method or policy upon special populations, and (b) to gain the input and criticism of the other members of the study group, many of whom are distinguished leaders in the field of measurement and education, including:

Nancy Cole, University of Illinois
Pat Broadfoot, University of Bristol
Dick Jaeger, University of North Carolina
Robert Linn, University of Colorado
Les McLean, Ontario Institute for the Study of Education
Lorrie Shepard, University of Colorado

The design of the study will use quantitative, survey, and case study methodology to answer the following questions:

1. To what extent do district or statewide mandatory testing programs affect students with handicaps? What are these students' patterns of performance on such tests? To what extent and for what reasons are students with handicaps excluded from such testing mandates? What are the implications and repercussions of the exclusion? What alternate assessment procedures are used? What are the outcomes of the alternate assessment procedures?
2. How do minimum competency test requirements and an increase in credit hours required for graduation affect special education students' ability and willingness
   - to participate in special education?
   - to qualify for a regular diploma?
   - to graduate?
   - to enter into a vocational training/work experience curriculum?

Attempts will be made to answer these questions from local, state, and national perspectives. At the local level, a case study will be conducted in the La Grange (Illinois) School District, a special-education school district of approximately 3,000 students serving 8 suburban school districts around Chicago. State and district-mandated test data will be analyzed to develop profiles of performance for various handicapping conditions. In addition to the quantitative study, semi-structured, interviews will be conducted with students, teachers, counselors, and district administrators to provide explanations from statistical findings. A case study report will be produced by March 1988.

At the state level, surveys will be sent to all district directors of special education in Illinois asking them to describe their perception of the impact of increased testing and graduation requirements on special populations. A paper summarizing the results of the survey will be produced by April 1988.

At the national level, a meta-analysis will be made of local and state studies related to the impact of increased testing and graduation requirements on special population. A meta-analysis report will be produced by June 1988.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 6.3: Student Assessment

Task Manager: Dr. Lizanne DeStefano

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.3.1	Conduct literature reviews on published literature on assessment and transition	Review	9-1-87	ongoing	LD, GRA
6.3.2	Review project reports and applications for newly funded projects	Summary sheet	9-1-87	ongoing	GRA
6.3.3	Summary newly funded projects using project characteristics questionnaire	Survey data	9-1-87	11-1-87	ETA Staff
6.3.4	Survey preexisting projects to determine any changes in assessment practices	Survey data	9-1-87	11-1-87	LD, GRA
6.3.5	Disseminate test reviews and information from test survey through Interchange, Dissemination Series, and other sources	Articles, reviews	8-20-87	ongoing	LD, GRA
6.3.6	Assisting in organizing meetings of the test policy study group	Meeting notes	8-20-87	12-30-87	LD, GRA
6.3.7	Analyze La Grange data	Statistical tables	8-20-87	10-1-87	LD, GRA
6.3.8	Conduct on-sites interviews	Interview notes	10-30-87	11-24-87	LD
6.3.9	Produce case study report	Report	12-1-87	2-1-88	LD
6.3.10	Design survey for use with state directors of special education	Survey	9-1-87	12-24-87	LD, GRA
6.3.11	Mail survey, conduct follow-up	Survey	1-7-88	3-1-88	GRA
6.3.12	Analyze survey data	Technical report	3-1-88	4-1-88	LD, GRA
6.3.13	Write article on survey	Draft article	4-1-88	5-1-88	LD, GRA
6.3.14	Review existing empirical literature on impact of test policy on special populations	Review	9-1-87	ongoing	LD, GRA
6.3.15	Conduct meta-analysis of literature	Draft report	9-1-87	3-1-88	LD, GRA
6.3.16	Produce meta-analysis of report		3-15-88	6-15-88	LD, GRA

LD - Dr. Lizanne DeStefano
GRA - Graduate Research Assistant
ETA - Evaluation Technical Assistance Staff

TASK 6.4: Secondary Education and Transitional Service Outcomes

(Dr. Delwyn Harnisch)

Summary of Year 2 Activities

As in Year 1, this task comprised two major objectives. First, a series of secondary analyses were performed on two existing data bases, High School and Beyond and the Eighth Annual Report to Congress. Second, an analysis and review of empirical research on independent living, employment, and educational outcomes was conducted. Activities associated with each of these objectives are described below.

Secondary data analysis component. Significant effort was put into the plan and analyses associated with employment and independent-living outcome measures based on extant data bases. To assist with this effort the research and evaluation staff were gathered together for a meeting to discuss the research agenda. Each of the participants was asked to review a series of questions that had been preselected because of their relevance to independent living. The steps associated with this task are outlined in the "Analysis of independent living" section.

A second focus of the thrust for this year was on developing a local longitudinal data base that could illustrate some evaluation and research analyses of relevance to educational and program improvement. Thanks are in order to Dr. Lizanne DeStefano for initially establishing the contact with the La Grange School District and for establishing the groundwork for a close examination of 141 subjects in a two-year follow-up study project. After the La Grange administrators examined the complete questionnaire, an agreement was made to work with them in completing the series of analyses which will be outlined in a chapter of this year's Digest.

Third, during the first part of this past year Stephen Lichtenstein completed his dissertation research, which focused on employment outcomes for youth with handicaps. As a result of this effort, a comprehensive chapter on the major findings from this research will be included in this year's Digest (see Attachment 6.4.1). This dissertation was chosen because it matched closely the thrust of this objective. The findings from this research effort are very important as noted by Dr. Frank Rusch in his letter to Dr. Lichtenstein of May 1, 1987, and Dr. Lichtenstein was encouraged to submit a chapter to the Institute for inclusion in an Institute publication.

Analysis of independent living. This section reports on the analysis of independent living data on youth in transition. Specific behaviors and abilities that are necessary for independent living in this society are compared for youth with handicaps and nonhandicapped youth. These comparisons trace the development and use of scales that represent domains of independent living and that differentiate between groups.

In order to pursue this task, it was necessary to develop an operational definition of independent living which clearly delineates behavioral domains. However, many of the definitions in the literature are far too limiting in scope and applicability to be suitable. Much of the research relies upon consideration of limited sets of skills or activities and fails to place independent living into a broader perspective. Thus, a definition focusing across domains of behavior and skills is clearly needed.

Operational definition of independent living. Examining the literature, Harnisch, Chaplin, Fisher, and Tu (1986) found a lack of consistency among the definitions of independent living or its component domains. Various studies reviewed specified certain types of outcomes or behaviors and ignored others, thus making the study of independent living and the consolidation of the body of literature extremely difficult. To facilitate the analysis of independent living studies, the research group proposed the following definition:

> Independent living will be considered to be the active ability to:
> 1. undertake self-advocacy, self-care, and personal maintenance behaviors;
> 2. live in accommodation with no, or limited, supervision by outsiders;
> 3. seek and undertake competitive employment, training, or education;
> 4. travel within the community using public or private means;
> 5. use community services and facilities as any other member of the community;
> 6. participate in community recreation and leisure activities;
> 7. interact with other members of the community on an equal basis. (Harnisch et al., 1986, p. 60-61)

These criteria define the specific domains of independent living that are being analyzed. Because this definition focuses on identifiable behavioral domains, it facilitated the selection and categorization of items for domain conformation and, subsequently, for factor analysis and scale construction.

The aim of this analysis was to find items in an extant data set and to select those items that appeared applicable to the determination of independent living. Once this task was completed, the data set could be analyzed using the identified items as measures of independent living ability and skills in use.

Methodology and question selection. Questions for these analyses were chosen from the 1980, 1982, and 1984 data collections of the High School and Beyond (HSB) longitudinal survey (Center for Statistics, 1986). Those students sampled were the members of the sophomore class in 1980 and were also surveyed in succeeding data collection years. Each question in the survey forms was examined to determine if it applied to any of the seven domains of independent living.

A total of 75 questions were chosen from the three survey forms. These questions represented 350 separate variables in the data set--some were from multiple-part questions and others were variables answered only in response to positive or negative responses to other items. This initial selection of items was designed to include any questions that seemed even remotely related to any of the domains of independent living. Finer selection proceeded with the use of expert judges.

Expert judges. Once items were selected, they were sent to 12 experts in independent living, persons with handicaps, and experts in special education who were requested to indicate which, if any, independent living domain each item represented. The expert judges could make multiple assignments of each item and could indicate if it represented a domain that was not included in the operational definition or if the item did not apply to independent living at all.

The multiple-response approach was necessary because many questions had several parts. It also indicated the inter-related nature of the domains of independent living, and this was later taken into account in the factor analyses, when oblique rotations were used to determine the final factor loadings.

The responses from the expert judges were tallied to determine how each item was placed into each independent living domain. This allowed the rank ordering of items within domains and showed the frequencies of assignments to different domains for each of the items.

These frequencies and rank order data were used to construct groups of variables representing each of the domains of independent living within the use of cut-off criterion of at least seven judges placing an item into that domain, and no higher number in any other number in any other domain. Many of the multiple response items were broken up in this procedure because they often had parts judged to be representative of different domains. A number of variables were deleted from the analyses because they were rated "not applicable" to independent living by the judges, or they failed to receive at least seven nominations to a specific independent living domain. The groups of variables constructed in this manner were considered to be representative of measures of each of the independent living domains and were to be factor analyzed to determine the underlying components of each of the domains and to construct scales that could later be used in assessing independent living skill differences between certain groups.

Factor analysis. The variables constituting each of the independent living domains were factor analyzed using the principal factor analysis procedure and an oblique rotation. Scree tests were used to identify the optimal number of factors to explain the structures of the independent living domains. Finally, a number of variables that had comparatively few respondents had to be deleted.

The components that were uncovered in these analyses were studied to find the common nature within each and were then named to reflect this nature. They were also examined for the direction of scoring (the questions on the survey forms were scored in differing directions and had varying numbers of potential responses). Where the direction of scoring was not in an intuitively sensible direction, recoding was conducted to adjust this in the construction of the measurement scales.

Once the factor analyses had been conducted and the scoring directions amended, the measurement scales for each of the independent living domains could be constructed, and their reliabilities could be tested before their utilization. These procedures and results are described in this year's

Digest. In addition, we have examined the relationship of these independent living domains with each other and with the previously reported employment and educational outcomes for youth with handicaps and nonhandicapped. Discussion of the reliability and the relationships among these constructs are included in this year's *Digest* along with a series of charts and figures to describe these outcomes for the various subgroups of primary interest.

Literature review/analysis. Articles selected for the literature review were empirical and relevant to the major outcomes of our objective. The majority of articles were obtained from the Transition Institute library. Additional articles were obtained from the 1985 list of articles to search and list of information source individuals. Every Rehabilitation Services Administration regional center was contacted to obtain conference proceedings that related to transition on the major outcomes associated with the study. An ERIC search was conducted which yielded approximately 15 new articles which were added to the system this past year. Handicapping conditions were cross-listed, with the key words used in the literature review including education, employment, and independent living. Independent living articles were requested from a bibliography of relevant articles obtained from the Research and Training Center on Independent Living. We also reviewed articles that were routed to us by other transition staff members or were obtained from reference lists of previously reviewed articles.

To data, all articles have been reviewed and entered in the dBASE III microcomputer data base system. Analysis of the articles will be conducted throughout the summer.

Major Findings

The findings presented below are only preliminary. Detailed findings will be presented in each of the major products.

1. The educational outcome literature includes academic training, vocational training, home school ratings, activities outside the classroom, issues of behavior, career education, program composition, and school/ business collaborations. These articles reflected two approaches: the more traditional, which deals with actual academic achievement and the more contemporary approach, which investigates the effects of specialized program placement on academic achievement, as well as employment. A vast majority of the documents studied youth with learning disabilities.

2. The concepts most commonly utilized in the employment literature included employment status, job profiles, earnings, fringe benefits (or lack of them), stability of employment, and job satisfaction. Different studies used different standards for assessing what constituted the terms "employed" and "income" and for assessing employment rate. There was a lack of comparisons with the nonhandicapped cohort in the same localities that would have provided a better understanding of the differences between groups under study. The largest concentration of articles studied mentally retarded.

3. Independent living outcome studies were very difficult to find in our literature search, and their outcomes are represented by only 25 articles. The concepts most commonly studied included remediation of basic skill deficits, transition to competitive employment, living arrangements, community involvement, evaluation of independent living centers, and behavior modification. It was in this area that the greatest difficulties occurred with regard to a definition. Generally speaking, the definitions under study were too vague to allow for analysis.

Year 2 Products

In addition to the chapter prepared by Stephen Lichtenstein, two other papers were presented or submitted for publication: Synthesis of Transition Literature on Education, Employment, and Independent Living Outcomes (Attachment 6.4.2) and Career Aspiration Models of Adolescents and Young Adults (Attachment 6.4.3).

Two additional major products are associated with this task. The Digest on Youth in Transition, Vol. 2 will be available for distribution in September 1987. The Literature Review on Educational, Employment, and Independent Living Outcomes, Vol. 2 and its accompanying software also will be available in September 1987.

Graduate Student Involvement

Six graduate students were assigned to this task. Stephen Lichtenstein, a doctoral candidate in vocational education, was assigned (.25 FTE, contributed time) during fall semester. Dr. Lichtenstein completed his doctoral work in December and left to take a position in New Hampshire.

Jho Ju Tu, a doctoral candidate in educational psychology, has been assigned to the task since Year 1. Her major tasks included dBASE III programming and analysis of dBASE III files. She will continue on the project throughout next year (.25 FTE).

Adrian Fisher, a doctoral student in educational psychology, worked on the task at (.25 FTE, contributed). Mr. Fisher focused upon the analysis of independent living outcomes. He will continue with the project for the next year. Peter Kacmarek was assigned to this task (.25 FTE). Mr. Kacmarek organized the collection and review of articles. He has accepted a high school teaching position in the Chicago area for the next year.

During the summer, two graduate students have been assigned to the task to assist in computer analysis and preparation of the final documents. Chuck Carroll (.25 FTE) and Jim Langford (.25 FTE) will each work for two months only.

Overview of Year 3 Activities

Secondary analysis. Year 3 will include continued evaluation of the relationship of independent living to the individual and school-related factors in a regression perspective.

An attempt will be made to highlight the category "learning disabilities" in a series of research questions. For example: Do youth with LD quit their jobs at a higher rate than respondents with other handicapping conditions because they are moving into something "better" or only into secondary or marginal work positions where wages, job security, advancement opportunities, and benefits are traditionally low? To what extent are dropouts still at an earning advantage in their last or more current job compared to their graduate peers?

We will also examine the aspects of job satisfaction as they are related to handicapping conditions. Approximately 33% of the respondents with handicaps retain their first job after two years--are there salient differences in characteristics between those who retain their jobs and those who move on to other positions? The extent to which independent living factors are associated with this job transition will also be examined.

Policymakers and researchers alike are concerned about the effects of the secondary schools on the ability of handicapped youth to obtain employment and acquire social skills. Additional analyses will be undertaken to address issues of concern as noted above.

Literature review. During Year 3, the major RSA conference proceedings will be reviewed regarding new programs of research on transition and the evaluation results of some novel approaches to educational programming. The retrieved ERIC articles will be reviewed. Mail and phone contacts will be used to expand networking of related agencies which focus on transition to obtain bibliographies and related references on relevant empirically based studies of the primary outcomes of education, employment, and independent living for youth with handicaps who are in transition. The Institute library staff will continue to work closely with project staff. The search of relevant articles on the outcome of independent living for youth with handicaps will be expanded by further retrieving articles from the updated bibliography provided by the Research and Training Center on Independent Living.

The dBASE III system will be enhanced to provide primary reports and listings for the various handicapping conditions and outcomes examined in this research project. The menu feature of the dBASE system will continue to be improved to allow efficient retrieval and synthesis of the articles by the various dimensions of this review which include 11 handicapping conditions and the three outcomes of education, employment, and independent living.

Management Plan for Year 3

See following page.

References

Center for Statistics. (1986). High school and beyond.

Harnisch, D. L., Chaplin, C. L., Fisher, A. T., & Tu, J. J. (1986). Transition literature review on educational, employment, and independent living outcomes. Champaign: The Transition Institute at Illinois.

Management Plan for Year 3

TASK 6.4: Extant Data Sources

Task Manager: Dr. Delwyn Harnisch

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.4.1	Review extant federal and state data sources on education, employment, and independent living	Review	9-1-87	4-30-88	GRA
6.4.2	Update digest of selected current data on education and employment outcomes and independent living arrangements for youth with handicaps	Draft digest	9-1-87	5-30-88	GRA, DH
6.4.3	Update data base containing relevant literature	Data base	9-1-87	5-30-88	GRA, DH
6.4.4	Synthesize Year 1 findings into articles and presentations	Disseminate plan/ articles and presentation	9-1-87	5-30-88	GRA, DH
6.4.5	Revise, publish, and disseminate Digest	Digest	5-30-88	9-10-88	GRA, DH

DH - Dr. Delwyn Harnisch
GRA - Graduate Research Assistant

TASK 6.5: Research on Evaluation Approaches

(Dr. Robert Stake)

Summary of Year 2 Activities

The year's work has been a continuation of general research on the process of program evaluation within model programs for transition of handicapped youth from school to work. During the second year of the Institute, 1986-1987, the work has concentrated on refining the ideas of needed research identified in the first year. This refinement has taken the form of fieldwork to study current project evaluation practices, with particular attention to differences in what is valued in the model program and what is emphasized in the evaluation of the model program.

The following is a restatement of the issue questions pursued.

1. How do model program accomplishment valued at the local level differ from accomplishments indicated in the model program federal evaluation reports?
2. What would people associated with a transition model program look for in a good evaluation report?
3. What goals other than the formally stated goals are model program personnel pursuing?
4. How does technical assistance change perception of model program goals and standards of success?
5. To what extent are model program personnel using formal evaluation approaches and formal statements of evaluation standards?
6. Are the reasons that employers of transition students participate in transition model programs highly compatible with making a profit? If not, what are those reasons?

7. How do ethnic parents from outside the school leadership culture perceive the goals and practices of transition model programs?
8. What are the obstacles to interagency cooperation regarding transition?

The work of the year has followed two lines: (a) case studies, and (b) survey of project directors.

Case studies. Four sites were selected for study during the second year: the Santa Barbara Transition Project; Grays Harbor Transition Project of Aberdeen, Washington; Long Island University's Project READDY; and Danville, Illinois.

Two of these four studies (Santa Barbara and Danville) have been completed (see Attachment 6.5.1 and 6.5.2). It is expected that the Grays Harbor study will be completed during summer 1987 and within the Year 2 work period. Data from the fourth site are not sufficient to constitute a case study of the same magnitude.

Our Santa Barbara study was oriented to perceptions of success in dealing with the community and with other agencies responsible for education and employment of youth. A strong ethnographic orientation was assumed in order to recognize differences in values and differences in perception about what has occurred. A copy of that study is attached (see Attachment 6.5.1).

The Grays Harbor project drew our attention to the role of the outside evaluator both in recordkeeping of student accomplishment and in technical assistance for program management. Problems studied were those delaying original start-up time, collaboration with the school-system-based regional service center, and role of a profit-making business as a catalyst to agency transition activity.

The Long Island project was oriented to views of success by employers and students. Here we became well acquainted with placement of youth with severe handicaps. One phenomenon observed was the smooth transition of training/placement from a university-based project to an existing private institution. Particularly of interest were emphases on training of graduate student employment supervisors and of task analysis of work assignments for the special needs population.

The Danville project was based on observations of staff work with youngsters placed in community employment, especially as that staff work was oriented to responsibilities shared by other agencies in the community. The federal support was available for technical assistance, and perceptions of success of that assistance were given special attention. A copy of the study is attached (see Attachment 6.5.2).

Survey. To obtain views of evaluation relevance, a four-page mail survey has been sent to 140 project directors. Most questions related to what was seen--from perspectives local and internal to the project--as accomplishment and how that may differ from what is seen from national and federal perspectives. A copy of the questionnaire is attached (Attachment 6.5.3). Tally of responses was completed in early July. Analysis and interpretation will continue in July and August.

Major Findings

These statements are based on only partial returns from a 9-month inquiry. More definite statements will be presented later.

1. A number of conclusions are being drawn from this year's work. A primary finding is the considerable interaction between evaluation requirements and ordinary educational processes. When evaluation requirements are ideologically driven, they are expected to drive program activity, and they do. Often evaluation requirements serve a valuable function, such as assuring that needed records are kept, but sometimes they are dysfunctional,

such as in redirecting work toward more measurable but less essential objectives. Discussions within the Transition Institute have been undertaken to direct a special research effort toward these matters in Year 3.

2. Another tentative conclusion is that what is expected from evaluation reporting varies as much as what is expected from education. Readers seem not inclined to focus attention on the objectives of the program or on the charge to the evaluators, but to look for data and relationships pertinent to their own work.

3. As if to mirror Bellah's Habits of the Heart, consumers of evaluation reports and people noting less formal evaluation results are not apparently committed to formal standards or to institutional authority about what is right or wrong, but are largely content to apply their own often idiosyncratic criteria and standards.

Year 2 Products

Two products, A Four Case Coverage of Transition Programs and A Survey of Project Directors' Perceptions of Evaluation Problems will be produced by August 1987.

Graduate Student Involvement

Elizabeth Whitten, a doctoral candidate in special education, was assigned to the task during fall semester (.50 FTE) and spring semester (.17 FTE). Ms. Whitten was primarily responsible for the field work associated with the Danville case study.

David Metzer (.25 FTE), a doctoral candidate in educational psychology, was assigned to the task both fall and winter semesters. Mr. Metzer (.50 FTE) is working with the Institute this summer and will continue with the Institute next year. He is responsible for coordinating the project directors' survey.

Overview of Year 3 Activities

The purpose of the research being done in Transition Institute Task 6.5 is to study program evaluation individually in transition projects and collectively in the national transition effort. The ultimate aim is to suggest modification in evaluation requirements, expectations, and procedures so that the work of those who evaluate contributes maximally to program quality.

The research over the four years of the project is planned to be directed at the discrepancies between what is valued in special education transition practice at the model program level and the values called forth in present exercise of formal evaluation responsibility at that level. It could be said then that this is validation of evaluation requirements or that it is meta-evaluation of transition program activity.

The summary of annual steps is as follows:

Year 1 (completed): Review the state of the art to learn what is not sufficiently known about evaluation; prepare issue papers to guide research on evaluation.

Year 2 (completed): Study current project evaluation practice and technical assistance, paying particular attention to differences between what is valued in the program and what is emphasized in the evaluation of the program.

Year 3 (1987-88): Develop an alternative evaluation strategy, with particular consideration of self-study possibilities. Arrange to have it tried out in one or more projects and design a study to observe effects of this strategy.

Year 4 (1988-89): Conduct the study of meta-evaluation of transition projects which are using the alternative evaluation strategy developed in Year 3.

In Year 3, the survey of evaluation literature will continue. Activities during Year 3 will focus on the development of an alternative evaluation strategy based on the issues identified and empirical findings of Years 1 and 2. Model demonstration sites will be selected to participate in the implementation of this alternate evaluation strategy. Self-study and case-study procedures will be designed and carried out. A paper summarizing the effects of the study will be produced in summer 1988.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 6.5: Research on Evaluation Approaches

Task Manager: Dr. Robert Stake

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.5.1	Continue review of literature	Review	8-21-87	ongoing	RS, LD, GRA
6.5.2	Develop alternate evaluation strategy	Draft proposal	8-21-87	1-9-88	RS, LD, GRA
6.5.3	Solicit projects for implementation of strategy	Participants list	12-1-87	2-1-88	RS
6.5.4	Design self study and case study procedures	Implementation handbook	9-1-87	12-1-87	RS
6.5.5	Collect data on degree and impact of implementation	Field notes	2-1-88	6-30-88	RS, LD, GRA
6.5.6	Interpret data	Draft analysis	2-1-88	6-30-88	RS, LD, GRA
6.5.7	Write report	Draft report	6-30-88	8-20-88	RS, LD, GRA

RS - Dr. Robert Stake
LD - Dr. Lizanne DeStefano
GRA - Graduate Research Assistant

TASK 7: Experience for Graduate Students

(Dr. Frank R. Rusch)

Summary of Year 2 Activities

During months 13-24 of the contract, 17 graduate students were assigned to various tasks associated with the Institute. Each objective manager is responsible for advertising, interviewing, and assigning his or her own students to activities. Table 7.1 presents information about graduate students by semester and task assignment, including each student's supervisor and percentage of appointment (FTE).

Task managers follow College of Education annual review procedures for each student. To complete this task, during the final week of spring semester (May 10-15, 1987), objective managers were asked to complete an evaluation form on each student assigned to their task. The evaluation form requested information about activities assigned to the graduate student, quality of performance, and suggestions for improving graduate student experience at the Institute.

According to the task manager report, graduate students were involved in a wide variety of activities that included conducting computer searches, reviewing and synthesizing literature, planning research activities, collecting data, managing data bases, performing statistical analysis, and writing and editing reports. In all cases task managers reported that they were satisfied with the quality of graduate student performance. It was suggested that a seminar miniseries should be organized to create an opportunity for graduate students to share research and analysis questions.

During the same time period, graduate students were asked to complete an evaluation of their experiences with the Institute. Their evaluation

Table 7.1. Graduate Student Experience, 1986-1987

Task	Supervisor	Student Fall	Spring	Summer
1	Leach	Harmon (.5)	Harmon (.5)	Harmon (.5)
2	None	-	-	-
3	None	-	-	-
4.1	Chadsey-Rusch	Gonzalez (.5)*	Gonzalez (.5)* Ellis (.5)	-
4.2	Rusch	Minch (.5)	Minch (.5)	Minch (.5)
4.3	Halle	Chen (.25)	Chen (.25)	Chen (.25)
4.4	Schutz	Pryor (.5)	Pryor (.5)	Pryor (.5)
4.5	Renzaglia	Hutchins (.25)*	Hutchins (.25)* LaDue (.25)	Hutchins (.25)* LaDue (.25)
4.6	DeStefano	Snauwaert (.5)	Snauwaert (.5)	Snauwaert (.5)
5	None	-	-	-
6.1	None	-	-	-
6.2	Heal	Haney (.5)	Haney (.5)	Haney (.5)
6.3	DeStefano	Markward (.5)	Markward (.5)	-
6.4	Harnisch	Tu (.25) Kacmarek (.25) Lichtenstein (.25)* Fisher (.25)*	Tu (.25) Kacmarek (.25) Fisher (.25)*	Tu (.25) Kacmarek (.25) Langford (.25) Carroll (.25) Fisher (.25)*
6.5	Stake	Whitten (.5) Metzer (.25)	Whitten (.17) Metzer (.25)	Metzer (.5)
7	None	-	-	-
8	None	-	-	-

*Contributed

form paralleled that for the objective manager; it asked graduate students to describe their activities associated with the Institute, to rate the quality of supervision, and to offer suggestions for the improvement of graduate student experience.

Graduate students' descriptions of their activities were identical to those of their managers. Graduate students reported a high degree of satisfaction with their experiences and the supervision they received during their appointment with the Institute. It was suggested that responsibilities should be well defined and that the goals of the project should be made clear to the graduate student upon appointment. For those students in areas other than special education, it was suggested that a reading list be prepared to familiarize them with the area of transition. Graduate students expressed a desire for greater involvement in presenting and planning at monthly Institute meetings. Finally, it was requested that all graduate students routinely receive copies of all Institute publications.

Overview of Year 3 Activities

During the third year of operation, graduate students will be assigned to tasks according to the following chart:

Task	Student FTE
1	.50
2	none
3	none
4.1	.50
4.2	.50
4.3	.50
4.4	.50
4.5	.50
4.6	.50
5	.50
6.1	none
6.2	.50
6.3	.50
6.4	.50
6.5	.50
7	none
8	none

The procedures used to recruit applicants will remain the same as those followed in Years 1 and 2 (see Management Plan). Specifically, a job announcement will be developed by a task manager and submitted to the Director. The Director will review these announcements and circulate them to all appropriate departments on campus and will list them in Illini Week, a campus publication.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 7: Experience for Graduate Students

Task Managers: Drs. Frank Rusch and Lizanne DeStefano

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
7.1	Select students and assign to task managers	List of students by tasks	8-21-87	ongoing	FR, LD, TM CD
7.2	Notify all applicants of their status	Letters	8-21-87	ongoing	FR, LD, TM, CD
7.3	Review and evaluate students' work on tasks	Evaluation	5-21-88	ongoing	FR, LD, TM, CD

FR - Dr. Frank Rusch
LD - Dr. Lizanne DeStefano
TM - Task Manager
CD - Cindy Dobbs

TASK 8: Performance Measurement System

(Dr. Frank R. Rusch)

Summary of Year 2 Activities

The performance measurement system of the Institute is designed to provide formative and summative evaluation of Institute activities and products. Formative evaluations are attained through our monthly reporting system; a copy of the form follows. Each month all objective managers are responsible for documenting all tasks completed in the preceding month, tasks continued, tasks begun, and slippages. Reasons for the slippages and action(s) needed and taken are documented on the monthly report.

During the past year there were no major slippages. There were a number of minor activity delays, but these delays did not result in our failure to meet production deadlines.

Tables 8.1, 8.2, and 8.3 overview graduate student and faculty assignments for 1986-87 (months 13 through 24). Note that these tables also point to previously reported assignments if a discrepancy existed.

The following persons served on the Institute Advisory Committee during Years 1 and 2:

Donn Brolin, Ph.D., University of Missouri-Columbia
R. Brian Cobb, Ph.D., University of Vermont
Marge Goldberg, Pacer Center, Minneapolis
Sally S. Hoerr, National Parent Chain, Peoria
Dean Inman, Ph.D., University of Oregon
Luanna Meyer, Ph.D., Syracuse University
William Schill, Ph.D., University of Washington
Susan S. Suter, Illinois Department of Rehabilitation Services
Edna Symanski, New York State Office of Vocational Rehabilitation
Craig Thornton, Ph.D., Mathematica Policy Research, Princeton, New Jersey
Paul Wehman, Ph.D., Virginia Commonwealth University.

Task 8

MONTHLY REPORTING FORM
(due on the 10th of each month)

Task: ______________________________

Month: 11 13 14 15 16 17 18 19 20 21 22 23 25
(Circle one)

Objective (e.g, 4.1, 6.1, 6.2): ______________________________

Objective Manager: ______________________________

		FTE
Faculty/Staff	1.	
	2.	
	3.	

	Date of Initiation	Date of Completion	Products/ Outcomes
Tasks completed in prior months:			
Tasks continued this month:			
Tasks to be continued next month:			
Slippages (state reasons and action needed/taken):			
Notes:			

Return to: Cindy Dobbs
Com Annex

Table 8.1. Reported and Actual Work Experiences for Graduate Students during Months 13 through 24

Task	Fall	Spring	Summer
1	Harmon .50	Harmon .50	Harmon .50
2	none	none	none
3	none	none	none
4.1	Gonzalez (.50)[1]	Gonzalez (.25)[1] Ellis (.50)	Johnson (.50)
4.2	Walters (.50)	Minch (.50)	Minch (.50)
4.3	Chen (.25)	Chen (.25)	Chen (.25)
4.4	Pryor (.50)	Pryor (.50)	Pryor (.50)
4.5	Hutchins (.25)[1] Metzer (.25)[2]	Hutchins (.25)[1] LaDue (.25)	Hutchins (.25)[1] LaDue (.25)
4.6	Markward (.50)[3]	Snauwaert (.50)	Snauwaert (.50)
5	Whitten (.50)[4] Snauwaert (.50)[5]	none none	none none
6.1	none	none	none
6.2	Haney (.50)	Haney (.50)	Haney (.50)
6.3	none	Markward (.50)	none
6.4	Tu (.25) Kacmarek (.25) Lichtenstein (.25)[1] Fisher (.25)[1]	Tu (.25) Kacmarek (.25) Fisher (.25)[1]	Tu (.25) Kacmarek (.25) Langford (.25) Carroll (.25) Fisher (.25)[1]
6.5	Dryden (.50)	Metzer (.25) Whitten (.17)	Metzer (.50)
7	none	none	none
8	none	none	none

[1] Contributed

[2] Should have been reported under 6.5

[3] Should have been reported under 6.3

[4] Should have been reported under 6.5

[5] Should have been reported under 4.6

Table 8.2. Projected Graduate Student Assignments for Months 25 through 35

Task	Supervisor	Fall	Spring	Summer
1	Leach	Harmon (.50)	Harmon (.50)	Harmon (.50)
2	-	none	none	none
3	-	none	none	none
4.1	Chadsey-Rusch	.5 TBN[1]	.5 TBN	.5 TBN
4.2	Rusch	Hughes (.50)	Hughes (.50)	Hughes (.50)
4.3	Halle	.5 TBN	.5 TBN	.5 TBN
4.4	Schutz	Ellis (.50)	Ellis (.50)	Ellis (.50)
4.5	Renzaglia	Hutchins (.25)[2] .5 TBN	Hutchins (.25)[2] .5 TBN	Hutchins (.25)[2] .5 TBN
4.6	DeStefano	Snauwaert (.50)	Snauwaert (.50)	Snauwaert (.50)
5	Dowling	.5 TBN	.5 TBN	.5 TBN
6.1	Dowling	none	none	none
6.2	Heal	Haney (.50)	Haney (.50)	Haney (.50)
6.3	DeStefano	.5 TBN	.5 TBN	.5 TBN
6.4	Harnisch	.5 TBN	.5 TBN	.5 TBN
6.5	Stake	.5 TBN	.5 TBN	.5 TBN
7	Rusch/DeStefano	none	none	none
8	Rusch	none	none	none

[1] To be named

[2] Contributed

Table 8.3. Projected Institute Faculty, Task Assignment and Full Time Equivalent for Months 25 through 36

Task	Fall	Spring	Summer
1	Leach (.50)	Leach (.50)	Leach (.50)
2	TBN (.25)	TBN (.25)	TBN (.25)
3	Levy (.50)	Levy (.50)	Levy (.50)
4 Administration	Research Associate (.25 TBN)	Research Associate (.25 TBN)	Research Associate (.25 TBN)
4.1	Chadsey-Rusch (.25)	Chadsey-Rusch (.25)	Chadsey-Rusch (.25)
4.2	Rusch (.50)[1]	Rusch (.50)	Rusch (.50)
4.3	Halle (.25)[2]	Halle (.25)[2]	Halle (.25)[2]
4.4	Schutz (.25)[2]	Schutz (.25)[2]	Schutz (.25)[2]
4.5	Renzaglia (.25)	Renzaglia (.25)	Renzaglia (.25)
4.6	DeStefano (.25)	DeStefano (.25)	DeStefano (.25)
5	Dowling (.75) Hartwell (.75)[3]	Dowling (.75) Hartwell (.75)	Dowling (.75) Hartwell (.75)
6 Administration	Research Associate (.25 TBN)	Research Associate (.25 TBN)	Research Associate (.25 TBN)
6.1	Dowling (.25) Hartwell (.25)	Dowling (.25) Hartwell (.25)	Dowling (.25) Dowling (.25)
6.2	Heal (.25)	Heal (.25)	Heal (.50)
6.3	DeStefano (.37)[4]	DeStefano (.37)	DeStefano (.75)
6.4	Harnisch (.25)	Harnisch (.25)	Harnisch (1.0)
6.5	Stake (.10)	Stake (.10)	Stake (.10)
7	Rusch/DeStefano	Rusch/DeStefano	Rusch/DeStefano
8	Dobbs (1.0)[5] Nichols (1.0)[5] Hourly[6]	Dobbs (1.0)[5] Nichols (1.0)[5] Hourly[6]	Dobbs (1.0)[5] Nichols (1.0)[5] Hourly[6]

[1] Includes administrative responsibilities for 4.0 (.25), 7 (.05), and 8 (.15)

[2] Contributed

[3] Also known as Davis

[4] Includes administrative responsibilities for 6.0 (.10) and 7 (.07)

[5] Includes responsibilities associated with all tasks

[6] Distributed on an as-needed basis throughout period

Most of these members attended the Project Directors' Second Annual Meeting. At this meeting all products were reviewed by the Committee, and a complete overview of the performance of the Institute was made.

In February 1987, a new Advisory Board was named for Year 3. This board was composed of seven incumbent members and five new appointees. The following persons serve on the Institute Advisory Committee for Year 3:

Dianne Berkell, Ph.D., Long Island University
Donn Brolin, Ph.D., University of Missouri-Columbia
R. Brian Cobb, Ph.D., University of Vermont
Marge Goldberg, Pacer Center, Minneapolis
Dean Inman, Ph.D., University of Oregon
Gary Lambour, Ph.D., Connecticut State Department of Education
Jeri Nowakowski, Ph.D., Northern Illinois University
Nick L. Smith, Ph.D., Syracuse University
Susan S. Suter, Illinois Department of Rehabilitation Services
Craig Thornton, Ph.D., Mathematica Policy Research, Princeton, New Jersey
Paul Wehman, Ph.D., Virginia Commonwealth University
Claude Whitehead, Washington, D.C.

Overview of Year 3 Activities

The primary formative activities of Task 8 will center around the monthly administrative report, quarterly financial reports, and the Annual Report. The monthly administrative report will focus upon activities undertaken to meet performance and product deadlines.

A formal summative evaluation of the Institute will be conducted using expert review during Year 3. Drs. Rusch and DeStefano will organize three panels of external reviewers to assist in the formal assessment of the process and products of the Institute's activities. The review panels will consist primarily of Institute Advisory Committee members and will be selected to represent diverse audiences. One panel will be composed of researchers and scholars who will comment on the quality of the research and credibility of the interventions that are the focus of the Institute's

Applied Research and Evaluation Research programs. Another panel, composed of users and potential users of the products and services of the Institute, will be convened to assess the merit and worth of these products and services and the efficacy of their dissemination. A third panel will assess the degree to which the Institute is meeting the requirements of its contract, the quality of its administration. This third panel will consist of individuals who direct similar research programs at the University of Illinois.

Panel members will be selected in such a way that major stakeholders in the work of the Institute will be represented. Each panel will consist of three to five members; the entire review board includes 12 to 15 persons. Panels will visit the Institute for one week during February or March 1988. During these visits panel members will meet with task managers, graduate students, Institute staff, and other university personnel. They will attend a monthly working meeting of the Institute. Panel members will review products or plans for developing products. After participating fully in the review, the panel members will be debriefed to determine their reactions to Institute activities, plans, and products. In particular, these reviewers will make specific recommendations to continue or discontinue the short-term research programs (i.e., 4.3, 4.4, 4.5, and 4.6) and recommend changes in evaluation research. The Evaluation Research Program principal investigators will not be directed away from the scope of work promised in this contract. Rather, it is possible that the principal investigators may be able to broaden their work to address more completely the intent of the original contract. For example, Professor Heal (4.2) is continuing to increase his sample size in an effort to study factors related to successful and unsuccessful placements. The target population for this investigation is students with mental retardation. Students with mental retardation represent the second largest concentration of students being served by the model programs. The goals of the contract may be more fully met if the meta-analysis method currently being used were applied to study students with learning disabilities. Related, Professor Stake's evaluation methodology may best be extended through Year 5 of the contract and directed toward educational outcomes rather than discontinued after Year 4. These, and related issues, will be addressed during the review process.

The reviewers will be asked to summarize their findings in a report. The draft will be reviewed by Drs. Rusch and DeStefano for suggested changes and modification. The amended report will be released in final form to the appropriate Institute staff, advisory committee members, and federal personnel (e.g., Dr. M. Appell, Project Officer).

There will be two major personnel changes in the Institute. Dr. Robert Linn is leaving the University of Illinois to accept a faculty position at the University of Colorado-Boulder. He resigned his Institute appointment 7-20-87, but will be added as a member of the Institute Advisory Committee for Year 3. His responsibilities for Task 6.3 will be assumed by Dr. Lizanne DeStefano.

In September, Dr. DeStefano will be appointed Associate Director of the Institute. In this capacity, she will assist Dr. Rusch in the administration of the Institute, in addition to continuing to direct the Evaluation Research Group and manage Tasks 4.6 and 6.3.

Management Plan for Year 3

See following page.

Management Plan for Year 3

TASK 8: Performance Measurement System

Task Managers: Drs. Frank Rusch and Lizanne DeStefano

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
8.1	Send Monthly Reporting Form to all task managers	Monthly Reporting Form	5th of each month	10th of each month	CD, TM
8.2	Collect and summarize Monthly Reporting Forms into Monthly Administrative Report	Monthly Administrative Report	10th of each month	15th of each month	FR, CD
8.3	Submit Quarterly Financial Report (HEW Form 646)	Form 646	quarterly	quarterly	G&C
8.4	Select panel members for expert review	Panel list	10-1-87	12-15-87	FR, LD, IS
8.5	Organize panel review meeting	Meeting agenda	10-1-87	2-7-88	FR, LD, CD
8.6	Conduct panel review meeting	Meeting notes	2-1-88	3-30-88	FR, LD, IS
8.7	Disseminate evaluation report to advisory board and others	Evaluation report	4-1-88	5-1-88	FR, LD, CD
8.8	Submit products to Project Officer	Products	ongoing	ongoing	FR, CD
8.9	Submit Annual Report	Annual Report	month 21	month 23	FR, IS

CD - Cindy Dobbs
TM - Task Manager
FR - Dr. Frank Rusch
LD - Dr. Lizanne DeStefano
G&C - Grants and Contracts Office, U of I
IS - Institute Staff

Attachments to Second Annual Report

1.1 Annotated Bibliography of Transition from School to Work, Vol. 2--Lynda Leach and Adrienne Harmon

1.2 OSERS Project Status Report: Inactive Files

2.1-2.4 Project Directors' Second Annual Meeting--Janis Chadsey-Rusch

3.1 Interchange (Vol. 7, Nos. 1-3)

3.2 Publications List, Secondary Transition Intervention Effectiveness Institute

4.1.1 Tally Sheet

4.1.2 Social Ecology of the Workplace: Employers' Perceptions versus Direct Observation--Chadsey-Rusch and Gonzalez

4.1.3 Social Ecology of the Workplace: Coding Categories and Rules--Chadsey-Rusch and Gonzalez

4.1.4 Social Ecology of the Workplace: Observer's Manual

4.1.5 Adults with Developmental Disabilities--Chadsey-Rusch and Gonzalez

4.2.1 Co-worker-Mediated Intervention Research Program: Identifying Post Placement Follow-Up Services--Rusch and Minch

4.2.2 Identification of Coworker Involvement in Supported Employment: A Review and Analysis

4.2.3 Employer Questionnaire

4.3.1 Data Collection Form on Severely Disabled Learners

4.3.2 Adopting the Natural Environment as the Context of Training

4.4.1 Understanding Parental Involvement in the Transition Process: The Need for a Theory of Reasoned Action--Schutz

4.4.2 Professionals Attitudes and Beliefs about Parental Involvement in Planning Transition: Preliminary Study Report--Pryor

4.5 The Business-Employer Assessment Instrument

4.6.1 History of Federal Transition Policy

4.6.2 The Impact of Federal Policy on Transition Service Delivery--DeStefano and Snauwaert

4.7 Parent Survey: Transition Program Involvement and Validation of Transition Issues--McNair and Rusch

5.1 Evaluation Analysis Worksheet

5.2 Evaluation Needs Assessment Survey Instrument

5.3 Year 2 TA Plan and Schedule

5.4 Regional Workshop Agendas and Evaluation Forms

5.5 TA Materials and Follow-up Correspondence

5.6 TA Sample Forms

5.7 Evaluation Technical Assistance: Dissemination Series

5.8 Sample On-Site TA Evaluation from Projects

5.9 Project Characteristics Questionnaire

5.10 Computerized Data Base Structures for Project Directory Project Characteristics TA Resources

6.1 Project Characteristics Questionnaire

6.2.1 Meta-analysis Questionnaire on Learning Disabilities

6.2.2 Case Study, Questionnaire, Instructions, and Cover Letter

6.2.3 Meta-analysis Report: A Comparison of Successful and Unsuccessful Placements of Mentally Handicapped Secondary Students into Competitive Employment: Preliminary Results--Heal and Haney

6.2.4 Project Replications Questionnaire and Instruction Cover Letter

6.2.5 Inter-agency Cooperative Agreement Report, Questionnaire and Cover Letter

6.2.6 Meta-analysis of Project Dissemination--Heal and Haney

6.2.7 Meta-analysis of Project Replications Preliminary Report--Heal and Haney

6.2.8 Meta-analysis of Inter-agency Agreements (IAA) among Agencies Responsible for the Transition Education of Handicapped Students from Secondary School to Post-School Settings--Heal and Haney

6.3.1 Assessment of Student Competencies Model Program Survey

6.3.2 Review of Student Assessment

6.3.3 Prospectus

6.4.1 Digest on Youth in Transition--Harnisch

6.4.2 Synthesis of Transition Literature on Education, Employment, and Independent Living Outcomes--Harnisch and Chaplin

6.4.3 Career Aspiration Models of Adolescents and Young Adults: A Comparison of Handicapped and Nonhandicapped Students--Fisher and Harnisch

6.5.1 Evaluation Notes from the Santa Barbara, California Transition Services Project

6.5.2 Issues and Problems Involved in Replicating a Transition Program

6.5.3 Issues in Evaluation Questionnaire for Project Directors

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Lizanne DeStefano
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